

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Meeting
Thursday, December 19, 2024
6:30 PM***

In Person:

*Arlington Public Schools District Office
14 Mill Brook Drive
School Committee Room - 2nd Floor
Arlington, MA 02476*

Via Zoom:

Conducted by Remote Participation <https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download> via Zoom link below:

<https://us02web.zoom.us/j/86956181807>

For viewing on your Local Cable TV Station:

ACMi

6:30 p.m. Open Meeting (P. Schlichtman)

6:30 p.m. Public Comment (P. Schlichtman)

For members of the public who wish to address the Committee, there will be 30 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 30 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.

6:40 p.m. AHS Student Representative(s) to School Committee

6:45 p.m. Field Trip discussion and possible approval: 2025 HMC Conference (E. Tonachel)

- Harvard Model Congress Conference 220202.5-223202.5 MK MJ Signed.pdf*
- HMC 2025 Trip Selection Criteria & Behavior Contract 2025*
- E. Tonachel Tonachel & K Toro Harvard Model Congress Conference 2025.pdf*
- HMC International Trip Application - Signature Form*
- HMC 2025: Legal Documents - Medical Info, Permission to Treat & Release from liability*

- 2025 Harvard Model Congress
- 6:55 p.m. *Community Outreach Dog (Roger) Program (Chief Flaherty/B. White)*
- *Community Outreach Dog Program*
- 7:05 p.m. *Dallin School Improvement Plan (T. Dingman)*
- 2024 - 2025 SIP - Dallin
 - Dallin 2024-25 SC SIP Slide Template
- 7:30 p.m. *Arlington High School - School Improvement Plan (M. Janger)*
- 2024 - 2025 SIP - AHS Final
 - AHS SIP Presentation 241212
- 7:55 p.m. *Budget Update (F. Gorski)*
- *Budget Requests*
 - *Finance Report*
- 8:15 p.m. *FY26 Budget Request Report (E. Homan)*
- *FY26 Budget Request Report*
- 8:30 p.m. *AEA Budget Proposals (J. Keyes)*
- *Budget Requests - FY26*
- 8:45 p.m. *Organizational meeting date and time change, Monday, April 7 2025 at 6:00 p.m. (P. Schlichtman)*
- 8:50 p.m. *Superintendent's Update (E. Homan)*
- *Update on Administrative Hiring Searches*
 - *Update on Competitive Grants Awarded*
 - *Monthly Update on Enrollments / Class Sizes*
 - *Strategic Plan update*
- 9:00 p.m. *Consent Agenda (P. Schlichtman)*
- All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:*
- **Warrant #: 25146, 12-19-2024, \$1,060,868.16*
 - **FY25 Competitive Grants as of 12-18-24_SC*
 - **Draft School Committee Meeting Minutes, December 5, 2024*
- 9:05 p.m. *Subcommittee/Liaison Reports/Announcements (P. Schlichtman)*
- *Budget – K. Allison-Ampe, Chair*
 - *Community Relations – L. Exton, Chair*
 - *Curriculum, Instruction, Assessment & Accountability – J. Morgan, Chair*
 - *Facilities – J. Thielman, Chair*
 - *Policy & Procedures – L. Kardon, Chair*
 - *Arlington High School Building Committee, J. Thielman, Chair*
- *Liaison Reports*
 - *Announcements*

- *Future Agenda Items*

9:15 p.m. Executive Session (P. Schlichtman)

- *To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;*
- *To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;*
- *AAA/AEA Negotiations Discussion*

9:45 p.m. Adjournment (P. Schlichtman)

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by P. Schlichtman

Correspondence Received (P. Schlichtman)

- *Email to SC Members, from Cmon Suleiman, RE: Afterschool, 12-9-2024*
- *Email to SC Members from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message, 12-11-2024*
- *Email to SC Members from E. Gonzales, RE: Data and Accountability Update - December 2024, 12-12-2024*
- *Email to SC from MASC, RE: New Guidance from DESE on Student Competency Determinations, 12-13-2024*
- *Email to SC from MASC, RE: 2025 Charting the Course Calendar, 12-16-2024*
- *Email to SC from M. Arbaje-Thomas, Milly's Mid-Week METCO Message - 12-18-2024*

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at ediggins@arlington.k12.ma.us.



Town of Arlington, Massachusetts

Meeting Location - Hybrid

Summary:

In Person:

Arlington Public Schools District Office
14 Mill Brook Drive
School Committee Room - 2nd Floor
Arlington, MA 02476

Via Zoom:

Conducted by Remote Participation <https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download> via Zoom link below:

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Town of Arlington, Massachusetts

6:30 p.m. Open Meeting (P. Schlichtman)



Town of Arlington, Massachusetts

6:30 p.m. Public Comment (P. Schlichtman)

Summary:

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Town of Arlington, Massachusetts

6:40 p.m. AHS Student Representative(s) to School Committee



Town of Arlington, Massachusetts

6:45 p.m. Field Trip discussion and possible approval: 2025 HMC Conference (E. Tonachel)

Summary:

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- HMC International Trip Application - Signature Form
- HMC 2025: Legal Documents - Medical Info, Permission to Treat & Release from liability
- 2025 Harvard Model Congress

ATTACHMENTS:

Type	File Name	Description
Reference Material	Harvard_Model_Congress_Conference_220202.5-223202.5_MK_MJ_Signed.pdf	Harvard Model Congress Conference 220202.5-223202.5 MK MJ Signed
Reference Material	E_Tonachel___K_Toro_Harvard_Model_Congress_Conference_2025.pdf	E Tonachel & K Toro Harvard Model Congress Conference 2025
Reference Material	HMC_2025_Trip_Selection_Criteria___Behavior_Contract.pdf	HMC 2025 Trip Selection Criteria & Behavior Contract
Reference Material	2025_HMC_International_Trip_Application_-_Signature_Form_E._Tonachel.pdf	2025 HMC International Trip Application - Signature Form E. Tonachel
Reference Material	HMC_2025_Legal_Documents_-_Medical_Info__Permission_to_Treat___Release_from_liability.pdf	HMC 2025_Legal Documents - Medical Info, Permission to Treat & Release from liability
Reference Material	Copy_of_2025_Harvard_Model_Congress_-_Google_Forms.pdf	HMC Application - 2025

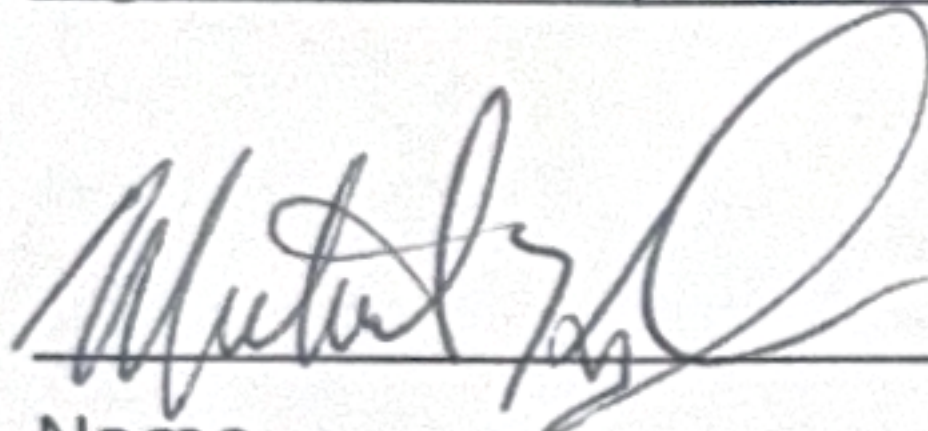
Harvard Model Congress Conference 2/20/2025-2/23/2025

REQUIRED DOCUMENTS: Please make a copy of, personalize the copy (if necessary) & print a copy of each for the International Travel Coordinator (Dr. Janger):


- AHS - International Travel Application
- International Trip Application - Signature Form
- Legal Documents - Medical Info, Permission to Treat & Release from liability
- Trip Selection Criteria & Behavior Contract

Before submitting the completed application (with all necessary paperwork and this signature page) to the School Committee, please get approval from your department head then schedule a meeting with the International Coordinator (Matthew Janger).

Signature of Department Head

 History & S.S. 11/26/24
Name Department Date

Signature of Principal

 AHS 11/26/24
School Date Name

Signature of Superintendent

Date Name



TRAVEL ITINERARY

THURSDAY
02.20.25

10:15 Departure from AHS

Plan to meet outside Arlington High at the Mass Ave entrance with everything you will need for the weekend. We will be taking an APS bus to the Sheraton.

11:45 Lunch & Arrival

After our commute, we will grab lunch from somewhere in the Prudential Center.

1:00 Check in

We will meet in the hotel lobby of the Sheraton (39 Dalton St, Boston, MA 02199) at 1:00 so that we can check in and get settled.

2:30pm – 3:30pm Opening Ceremonies

3:45pm – 10:00pm Faculty Help Desk Open

3:45pm – 5:30pm Committee Meetings

5:30pm – 7:30pm Dinner

7:30pm – 9:00pm House and Senate Committee Meetings

7:30pm – 10:30pm Special Programs Committee Meetings

9:00pm – 9:30pm Faculty Advisor Meeting

9:00pm – 10:30pm House and Senate Activity

11:30pm Curfew

FRIDAY
02.21.25

9:00am – 1:00pm Harvard Day

11:30am – 1:00pm Free The Facts Seminar

11:30am – 1:00pm Emerging Voices

12:00pm – 10:00pm Faculty Help Desk Open

1:00pm – 3:30pm Special Programs Summit

1:00pm – 3:30pm House and Senate Full Session

3:30pm – 6:00pm Committee Meetings

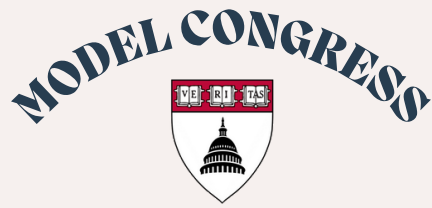
6:00pm – 8:00pm Dinner

8:00pm – 10:00pm Committee Meetings

11:30pm Curfew



Arlington Public Schools
Education That Empowers



TRAVEL ITINERARY

SATURDAY
02.22.25

9:30am – 5:00pm Faculty Help Desk Open
9:30am – 12:00pm House and Senate Full Session
9:30am – 12:00pm Special Programs Committee Meetings
12:00pm – 1:00pm Scholarship Reception
12:00pm – 2:00pm Lunch
2:00pm – 5:30pm Committee Meetings
5:30pm – 9:00pm Dinner
9:00pm – 10:30pm Delegate Social
11:30pm Curfew

SUNDAY
02.23.25

9:00am – 11:00am Faculty Help Desk Open
9:00am – 11:30am House and Senate Full Session
9:00am – 11:30am Special Programs Committee Meetings
9:30am – 10:00am Faculty Advisor Meeting
12:00pm – 1:00pm Closing Ceremonies

1:15 ish Departure

We will return to AHS by roughly 2:00 PM.



Travel Participation Criteria

Participation in overnight school trips is a privilege accorded to full-time students in good standing at Arlington High School. It is not a requirement or a component of any course or course grade. Overnight school trips are an optional enrichment activity offered by school staff. Thanks to the Harvard Model Congress Mentoring Program, we are able to offer this program at no charge to AHS Students.

As trips vary in levels of educational mission, risk, distance, length, and commitment, the criteria for participation vary among trips.

The school must be conscious of the safety of all students as well as the way in which the trip represents the school in our community. Students who are not in good standing in the 30 days before a trip will be excluded from trip participation. At this point, **funds or deposits will not be returned**, as deposits and shared costs may not be recouped by the trip group. Students may be excluded from a trip in the 30 days before the trip for any of the following reasons:

- Is not carrying a full AHS course load.
- Has been suspended from school in the past month.
- Would be under suspension from extracurricular activities or athletics.
- Is carrying an F in any classes (Grades will be reviewed by the administration.)
- Is in danger of receiving an FA or an M due to attendance
- Has recent health conditions that will affect the safety of the students. (We will make every effort to provide reasonable accommodations for student's health conditions.)

Prior to INITIAL approval for any trip, we will review all students who do not meet any of the above criteria. We do not want to accept non-refundable deposits or reserve spaces for students who are not likely to meet criteria for participation.

Please sign and return this page to the lead teacher with all your other permission slips.



Behavior Contract

You will be away from home for four nights. There may even be some delays and inconveniences. Try to come to terms with all of these with calmness and an open mind. People will be friendly and helpful if you come across in the same manner. Do not look at everything through the lens of a camera before looking at it with your own eyes. Your memory will give you more pleasurable moments than hasty snapshots. Some of the things you learn can and will last a lifetime.

When you travel, it will be as a part of a large group. The scheduled activities are group activities, and you are expected to participate so that you really learn something during your experience. By doing so, you will be getting the most of your trip. As a member of a group, therefore, you carry a certain responsibility- not just for yourself and to your teachers and parents, but to others as well.

Below is a series of rules and regulations that are designed to help while traveling. These rules ensure your safety and it's your responsibility to follow them at all times. Think of this trip as an extension of the school day. Anything that is prohibited on APS school grounds is off limits on this trip, and the same consequences will be enforced.

- No traveler is permitted to carry knives, firearms, or any other dangerous weapons.
- No verbal abuse will be tolerated.
- No traveler is to be in possession of any controlled substances or liquor. No smoking.
- Cell phone/Internet use will be kept to a minimum during group moments, unless to take pictures.
- You are expected to have breakfast, lunch and dinner with your group unless otherwise specified.
- No traveler is permitted to rent a motor vehicle of any kind or to obtain any body piercing and/or tattoos.
- You are required to participate in all group activities such as sightseeing and excursions since this constitutes your trip. Travelers are never to go off alone during free periods. Travelers



should always be with a partner when they are not with their teachers. Always be sure to have a chaperone/director contact number with you at all times.

- Naturally, you should always be punctual. Other people will be counting on you. No littering or leaving trash behind *anywhere*. Respect other people's property. You will be financially responsible for damage you cause.

We should add that you are being put in a very important and responsible position. You are representing your school and your town. We are all good-will ambassadors when we are on a field trip. All sorts of scheduled activities will be provided to make your trip enjoyable and memorable. Your enthusiasm and willingness to learn is key to the experience that awaits you.

I understand the rules of this trip, and agree to abide by them.

I have also read the Trip Selection Criteria and the Cancellation policy information.

(Traveler's Signature)

(date)

(Parent's/ Guardian's Signature)

(date)

Harvard Model Congress Conference 2/20/2024-2/23/2024

REQUIRED DOCUMENTS: *Please make a copy of, personalize the copy (if necessary) & print a copy of each for the International Travel Coordinator (Dr. Janger):*

- AHS - International Travel Application
- International Trip Application - Signature Form
- Legal Documents - Medical Info, Permission to Treat & Release from liability
- Trip Selection Criteria & Behavior Contract

Before submitting the completed application (with all necessary paperwork and this signature page) to the School Committee, please get approval from your department head then schedule a meeting with the International Coordinator (Matthew Janger).

Signature of Department Head

Name

Department

Date

Signature of Principal

School

Date

Name

Signature of Superintendent

_____ Name

Date

Medical Information Sheet

Student's Name: _____ **Date of Birth:** ____/____/20____

Home Address:

Parent/Guardian Name: _____ **Relationship:** _____

Cell phone: _____ **Work phone:** _____

Parent/Guardian Name: _____ **Relationship:** _____

Cell phone: _____ **Work phone:** _____

Emergency Contact: _____ **Relationship:** _____

Cell phone: _____ **Work phone:** _____

Insurance Company: _____

Insurance Policy Number: _____

Physical Issues or Restrictions:

Is student currently on any medications: Yes _____ No _____

If yes, please list:

Allergies:

Other Important/Needed Information:

Date of last tetanus shot: ____/____/20__



Permission for Treatment

In case of injury during an activity with Arlington Public Schools, I hereby consent to have STUDENT

NAME: _____ examined and, if required, to be treated by a physician or

hospital. I understand that in the case of injury, Arlington Public Schools will make every effort to

contact me prior to taking the student to a physician or hospital. In the event that I cannot be

notified, the Arlington Public Schools and its representatives have my permission to take

appropriate steps to ensure the safety and well-being of my child. I, the Parent or Guardian of the

above named children, give the Arlington Public Schools and authorized personnel, permission to

sign for treatment in case of accident or injury. I understand that I am responsible for informing

the school of any changes in my student's health condition.

I have notified the trip organizers of any and all medical or mental health conditions, in writing,

which may affect the safety of the student or impact the trip. I will notify them of any changes.

Parent or Guardian signature: _____

Date: ____/____/____

Destination: **Harvard Model Congress Conference, Boston MA**

School: **Arlington High School**

Teacher(s): **E. Tonachel & K. Toro** Dates of trip: **2/20/25-2/23/25**

PERMISSION TO PARTICIPATE AND RELEASE FROM LIABILITY

Your child's teacher has volunteered to organize a school-sponsored trip requiring overnight travel. Participation in this trip is voluntary, but you must give permission before your child can go. If you do not give permission, your child will not be allowed to participate.

Your child will be under supervision by teachers and/or chaperones, it is possible that your child may face more risks by participating in this trip than if your child did not. We cannot enumerate every risk, but we believe that you are generally familiar with this activity and your child, and you are in the best position to decide whether your child should participate. The School Department and Principal have approved this trip, but we cannot and do not guarantee that there will be no injuries or damages as a result of this trip.

This is a legal document and you are free to obtain a lawyer's advice before signing it. You may not, however, change the language of this form, and any additions or deletions you make to this permission and release have no effect.

By signing this form, you agree that your child may participate in the trip. By signing this form, you also agree to release the Town of Arlington, Town officials, Town employees/teachers and all parental program and activity volunteers or chaperones from any and all damages, death and/or injuries of any kind you and your child might suffer as a result of participating in this trip, except for those that result from gross negligence or wanton and willful misconduct. This agreement to release does not apply to any independent contractor.

PLEASE BE ADVISED There will be no AHS medical staff on overnight trips.

In case of emergencies, students will be taken to the nearest hospitals.

Signed: _____

Parent/Guardian of: _____

Student Name

Parent/Guardian Signature _____

DATE _____



4. International Travel Application

Please fill out this form. YOU WILL NEED TO PRINT IT AND SUBMIT A HARDCOPY. The form will go to the Principal, the Superintendent, and then the School Committee for approval.

Please leave time to meet with the Principal and revise before submission. Complete the first draft to the best of your ability.

PROCESS FOR SUBMISSION: Please make a copy of, personalize the copy (if necessary) & print a copy of each and schedule a meeting with the International Travel Coordinator (currently the Principal).

AHS - International Travel Application (THIS FORM)

International Trip Application - Signature Form

Legal Documents - Medical Info, Permission to Treat & Release from liability

Trip Selection Criteria & Behavior Contract

Trip "School Board Packet"

Trip Itinerary

Any other trip provider forms and contracts

You may also want to send the Travel Questionnaire for Travel Agencies to your travel representative before filling out this form, so that you can simply cut and paste their answers into this document.

SEE FORMS AND INSTRUCTIONS HERE:

<https://drive.google.com/drive/folders/1VzeNTstMksLgvb8oyonObPeZdP-RSi4N?usp=sharing>

* Indicates required question

1. Email *

2. Your name? *

3. In what department and at which school does the lead teacher work? *

Skip to question 4

Trip Basics

Please provide some basic information about this trip.

4. Destination (City(s)/Country): *

5. Departure Date *

Example: January 7, 2019

6. Return Date *

Example: January 7, 2019

7. How will you be traveling to your destination? (bus, plane, train, etc) *

8. How will you be traveling around your destination once you have arrived? (bus, plane, train, etc) *

9. What is the purpose of this trip? (cultural, student exchange, homestay, etc) *

10. Briefly describe the educational purpose/value of this trip. *

11. Will any school be missed by those attending? (Yes or No) *

12. If school will be missed, what steps will be taken to minimize the impact?

13. Who can attend this trip? Is it geared toward particular students? Grade levels? *
etc. (Requirements for participation should be clearly stated on the Trip Policy &
Behavior Contract to be signed by parents. Edits to this document can be made
on your own copy)

14. How much does the trip cost (an estimate is fine) per student? *

15. What is included in the cost of the trip? *

16. What is NOT included in the cost of the trip? What expenses will students incur during the trip? *

Skip to question 17

Chaperones

Arlington Public Schools requires a minimum of 2 teacher chaperones for all international travel (3 preferred). Chaperones of at least 2 gender identities are required.

17. What is the name and email address for the lead chaperone? *

18. Please provide the names and emails of all chaperones. (Non-district employees must be approved by administration and complete a CORI before the trip)

Skip to question 19

Travel Company

19. What is the name of the agency with whom you have worked to plan this trip? *

20. What is the name, phone number and/or email address of the individual agent(s) *
with whom you have worked?

21. Describe the trip insurance plan and liability. (Trip insurance usually includes *
coverage for emergency travel home, trip cancellation, etc. This is NOT just
liability.)

22. In the event of cancellation, describe the refund date(s) and policy. (Include a print out of this information attached the Trip Policy & Behavior Contract that is signed by students and parents/guardians) *

23. How do students register for this trip? (online with travel company, through lead teacher, through the school, etc) *

24. If there is a payment plan, or options, please describe. *

25. What is the process for students who may have difficulty paying for this trip? *

26. If the company provides fundraising opportunities, please explain.

27. Please upload a "School Board Packet," if provided by the travel agency. (Be sure the document includes the lead teacher name, the phrase "School Board Packet" and destination city in its title)

Files submitted:

Skip to question 28

Pre-Trip Prep

28. Describe how you will disseminate information about this trip to students. *

29. Describe how you will communicate with parents before the trip. (Parent meetings, informational website, etc) *

Skip to question 30

During the Trip

30. Please attach your trip itinerary. (Be sure the document includes the lead teacher * name, the phrase "Itinerary" and destination city in its title)

Files submitted:

31. Describe how you will factor emergency expenses into the trip budget. *

32. Describe how you will communicate with parents/guardians during the trip. *

33. Describe how you will communicate with administration during the trip. *

34. In order to officially submit this, you will need to PRINT AND SUBMIT to the Principal all of the required documents (See above). Have you submitted? *

Mark only one oval.

☐ I have printed and submitted the required documents to the Principal.

This content is neither created nor endorsed by Google.

Google Forms



Town of Arlington, Massachusetts

6:55 p.m. Community Outreach Dog (Roger) Program (Chief Flaherty/B. White)

Summary:

- Community Outreach Dog Program

ATTACHMENTS:

Type	File Name	Description
Correspondence	Community_Resource_Dog.pdf	Community Outreach Dog Program

ARLINGTON POLICE DEPARTMENT

JULIANN FLAHERTY
Chief of Police



Town of Arlington
MASSACHUSETTS 02474

POLICE HEADQUARTERS
112 Mystic Street
781-316-3900

December 4, 2024

Dear School Committee Members,

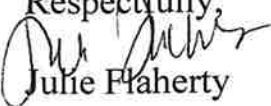
We are pleased to introduce a new initiative at the Arlington Police Department: the Community Outreach Dog Program. This program is designed to strengthen our connection with the community while providing essential emotional support during challenging times.

Our community outreach dog will be a specially trained canine dedicated to delivering comfort, companionship, and care for individuals facing stress or trauma. Whether offering solace to a child after a distressing event, engaging with community members at public gatherings, or supporting our first responders, this dog will serve as a source of warmth and positivity.

The role of dogs in law enforcement and community settings is impactful. Comfort dogs are known to:

- Alleviate stress and anxiety during critical situations.
- Foster communication and trust between police officers and community members.
- Support mental health initiatives for individuals affected by crises.
- Enhance the perception of law enforcement by presenting a more approachable and friendly image.

School Resource Officer Bryan White will oversee the comfort dog, ensuring its safe and effective integration into school environments. We believe this program will play a vital role in our shared mission to support and uplift our community members. I would welcome the opportunity to discuss this initiative further and address any questions or concerns you may have. We look forward to collaborating to create positive change within our community.

Respectfully,

Julie Flaherty
Chief of Police



Town of Arlington, Massachusetts

7:05 p.m. Dallin School Improvement Plan (T. Dingman)

Summary:

- 2024 - 2025 SIP - Dallin
- Dallin 2024-25 SC SIP Slide Template

ATTACHMENTS:

	Type	File Name	Description
▢	Presentation	Draft_2024_-_2025_SIP_-_Dallin.pdf	Draft 2024 - 2025 SIP - Dallin
▢	Presentation	Dallin_2024-25_SC_SIP_Slide_Template.pdf	Dallin 2024-25 SC SIP Slide Template



Dallin Elementary
School Improvement Plan
Arlington Public Schools



Dallin School Information

Principal: Thad Dingman

Assistant Principal: Samantha Karustis

School Council Members:

Audrey Robert Ramirez (p), Pam Watts-Flavin (c), Elizabeth Lennox (p), Elizabeth Foughty (p), Carolyn Snook (t), Lynne Andalaro (t) Rye Daily (t), Kamden Dennis (t)

(t) - teacher, (p) - parent, (c) community member

Members of Instructional Leadership Team (ILT):

Ali Lewis (*Kindergarten*), Liz Farese (*First Grade*), Candace Lillis (*Second Grade*), Marissa Chapman (*Third Grade*), Kelly Hughes (*Fourth Grade*), Jennifer Bench (*Fifth Grade*), Rye Daily (*PE*), Kam Dennis (*Music*), Jacquelyn Aureli (*ELA Coach*), Carolyn Snook (*Math Coach*), Kim Visco (*Director of Health & Wellness*)

APS Vision Statement

The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

APS Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

APS Strategic Priorities

Arlington Public Schools Strategic Priorities:

1. **Ensuring Equity and Excellence:** The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.
2. **Valuing All Staff:** The Arlington Public Schools will recruit and retain an excellent and diverse

workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.

3. **Improving Infrastructure, Operations, and Sustainability:** The Arlington Public Schools will maintain a system of schools that is safe, well-maintained, sustainable, and fiscally responsible, with the appropriate tools and resources to support best educational practices and an optimum teaching and learning environment.
4. **Sustaining Collaborative Partnerships:** The Arlington Public Schools will partner collaboratively with families in meeting the educational needs of all students; facilitate consistent two-way communication; and provide timely, transparent, relevant, and accessible information to all stakeholders.

[Five-Year Strategic Plan](#)

Dallin School Values

Dallin Elementary will always prioritize being a safe and supportive school for all students and adults. We will accomplish this by continuing to focus our school-wide goals on academic growth and advancing the social-emotional wellness of our students, staff, and families in support of continued success for all students.

The Dallin community continuously connects our work to Dallin's three Core Values:

- **Courage** - We have the **Courage** to try things that are hard.
- **Respect** - We demonstrate **Respect** for others, ourselves, and our environment.
- **Responsibility** - The Dallin community takes **Responsibility** for our thoughts and actions.

Dallin Elementary Educational Mission

The Dallin community prioritizes healthy relationships as the foundation of learning and teaching. As in all healthy relationships, students, teachers, and families will learn from one another. We will encourage helpful feedback that supports our growth and development. We will all recognize the power of our language as well as our actions. We will define what makes a classroom culturally responsive. And, we will concentrate on wellness and mindset because we believe everyone has the ability to grow, learn, and achieve at high levels.

2024 Dallin Data Portrait

Data Sources:

- Dallin Elementary Fall 2024 Enrollment Demographics
- Dallin Elementary 2024 Staff Demographics
- 2024 Accountability Rating & MCAS
 - MCAS Spring 2024, ELA, Math, Science, Achievement and Student Growth Percentages
- Grade 3-5 ELA Overview
 - Groups: High Need and Students on IEPs
- DIBELS 8th Edition K-5th Grade Benchmark Assessments
- Grade 3-5 Math Overview
 - Groups: High Need and Students on IEPs
- Grade 3-5 Science Overview
- Panorama Spring 2024 Student Survey
- Panorama Spring 2024 Teacher Survey
- Chronic Absenteeism 2023-2024 Reporting

Dallin Elementary Fall 2024 Enrollment Demographics

Enrollment by Race/Ethnicity (2023-24)			
African American	1.2	3.2	9.6
Asian	14.4	12.9	7.4
Hispanic	7.1	8.0	25.1
Native American	0.0	0.1	0.2
White	66.0	66.6	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	11.2	9.1	4.5
African American	1.2	3.2	9.6

Title	% of School	% of District	% of State
First Language not English	11.0	14.2	26.0
English Language Learner	3.9	5.1	13.1
Low-income	6.8	10.6	42.2
Students With Disabilities	11.0	17.1	20.2
High Needs	18.3	28.9	55.8

2024 Accountability Rating and MCAS

Our school's 2024 MCAS data reflects overall substantial progress toward improvement targets, earning an accountability percentile of 87. In English Language Arts, the average composite scaled scores show growth for several subgroups, including High Needs (+3.1) and Students with Disabilities (+3.9), both of which exceeded their targets. In Mathematics, our High Needs focal group (+3.4) showed strong growth, exceeding targets, while the Lowest Performing subgroup improved by 3.2 points, meeting its target. Science scores saw a decline across the All Students group (-3.8), though the target was still met. This pattern will require more attention. These results highlight notable gains among key subgroups, indicating areas of success and opportunities for targeted support to sustain and enhance overall achievement.

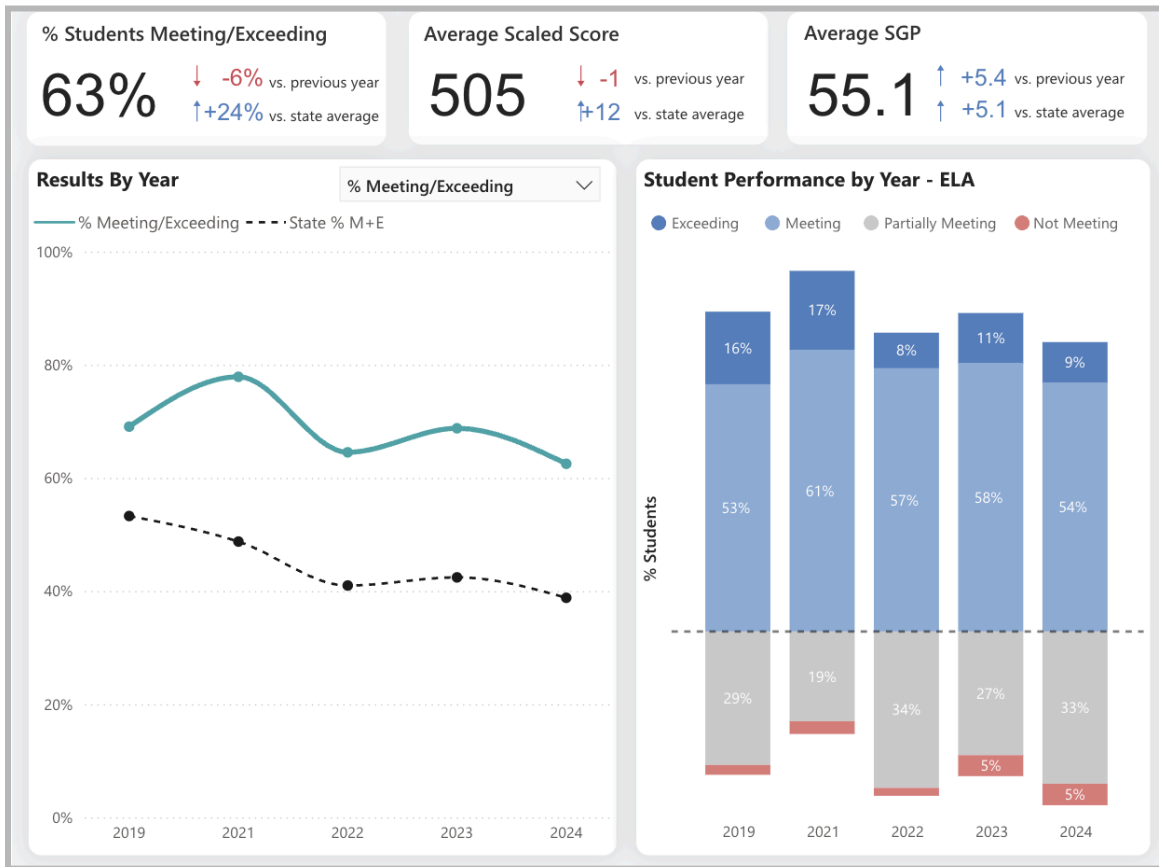
Overall classification	Reason for classification
Not requiring assistance or intervention	Substantial progress toward targets
Progress toward improvement targets	Accountability percentile
71% - Substantial progress toward targets	87

English language arts achievement - MCAS average composite scaled score				
Group	2023 Achv	2024 Achv	+/-	Reason
All Students	506.6	505.3	-1.3	Met Target
Lowest Performing	479.7	480.2	0.5	Improved Below Target
High needs	486.9	490.0	3.1	Exceeded Target
Students w/ disabilities	481.4	485.3	3.9	Exceeded Target
Asian	510.9	512.5	1.6	Exceeded Target
Multi-race, Non-Hisp./Lat.	507.7	504.3	-3.4	Met Target
White	507.5	506.2	-1.3	Met Target

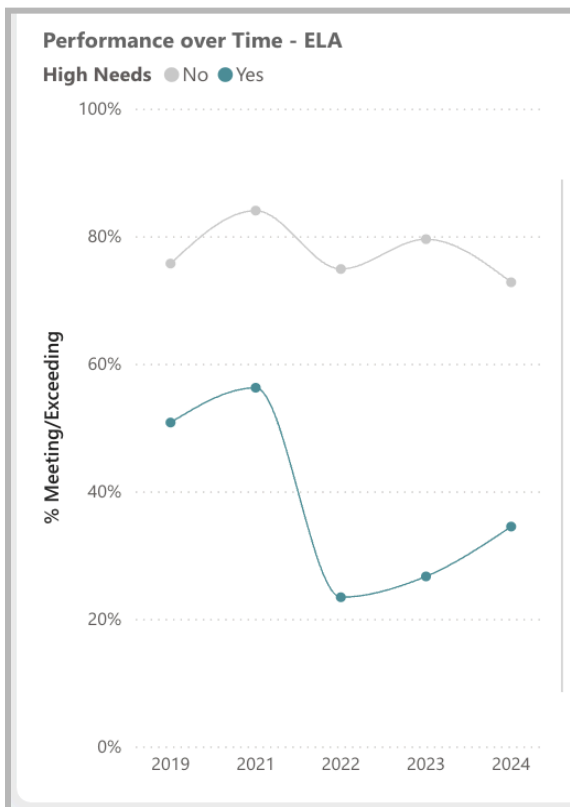
Mathematics achievement - MCAS average composite scaled score				
Group	2023 Achv	2024 Achv	+/-	Reason
All Students	508.4	506.6	-1.8	Met Target
Lowest Performing	478.2	481.4	3.2	Met Target
High needs	486.0	489.4	3.4	Exceeded Target
Students w/ disabilities	482.3	482.3	0.0	No Change
Asian	518.0	520.4	2.4	Exceeded Target
Multi-race, Non-Hisp./Lat.	512.0	506.5	-5.5	Met Target
White	507.9	506.2	-1.7	Met Target

Science achievement - MCAS average composite scaled score				
Group	2023 Achv	2024 Achv	+/-	Reason
All Students	510.1	506.3	-3.8	Met Target

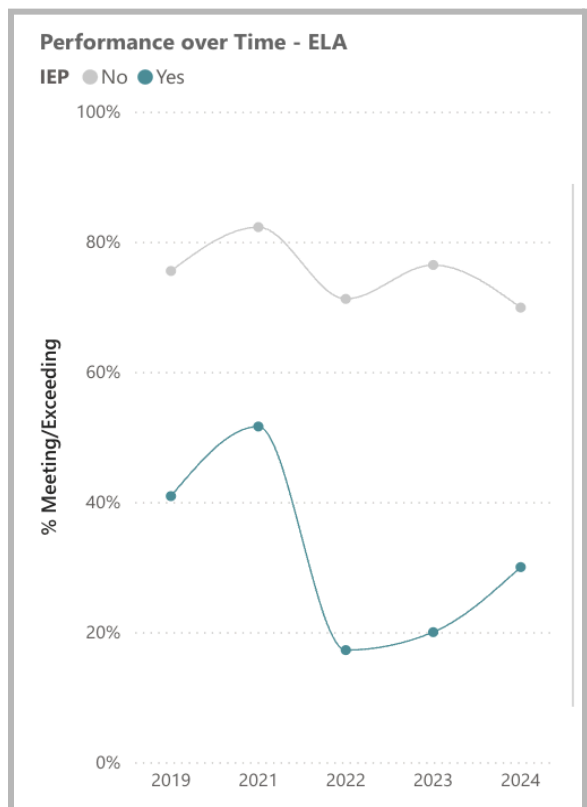
Grade 3-5 ELA Overview



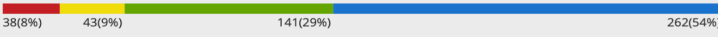

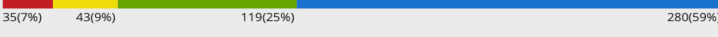

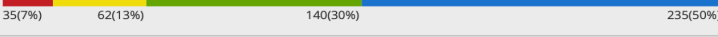
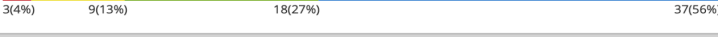

Grade 3-5 ELA Group: High Needs Students



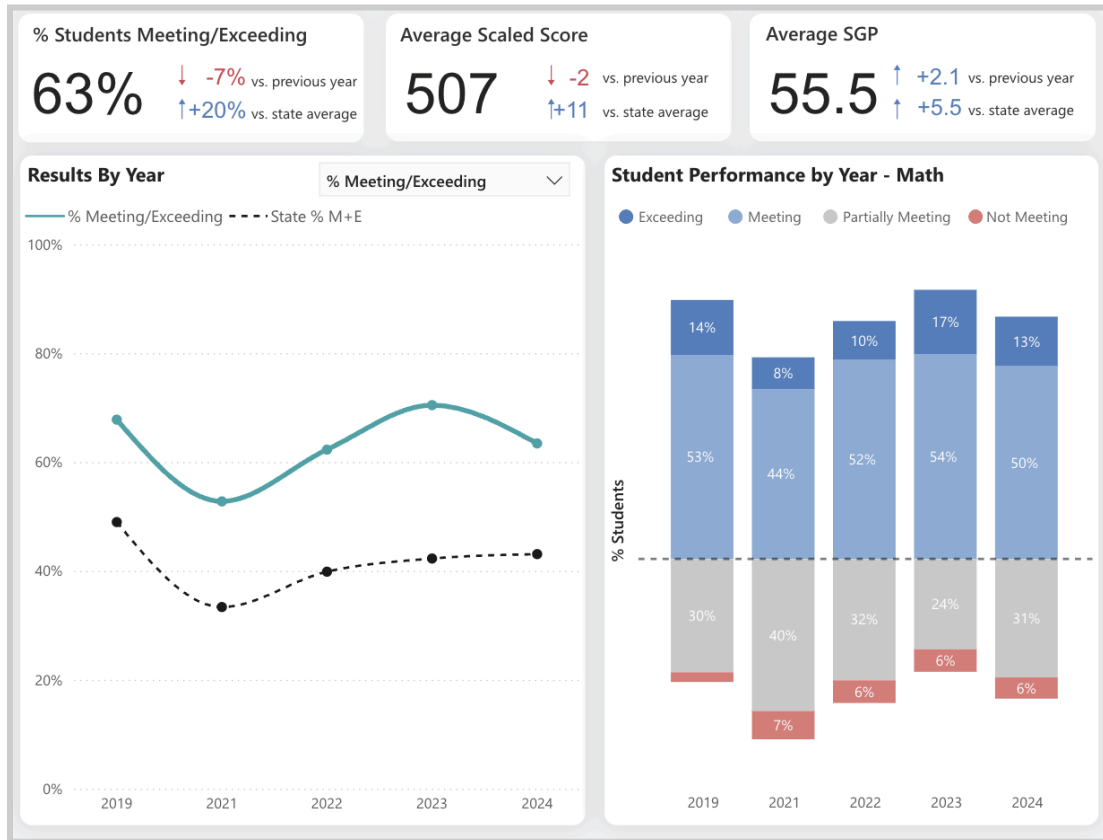
Grade 3-5 ELA Group: IEP Students



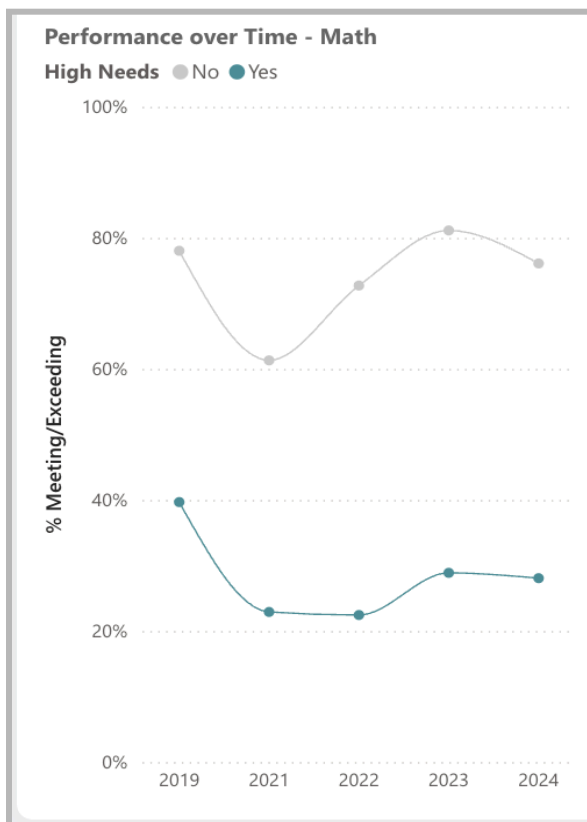
DIBELS 8th Edition K-3rd Grade Benchmark Assessments

Grade K	
	23-24 EOY  414
Dallin Elementary School	23-24 EOY  55
Grade 1	
	23-24 EOY  484
Dallin Elementary School	23-24 EOY  71
Grade 2	
	23-24 EOY  481
Dallin Elementary School	23-24 EOY  63
Grade 3	
	23-24 EOY  477
Dallin Elementary School	23-24 EOY  66
Grade 4	
	23-24 EOY  472
Dallin Elementary School	23-24 EOY  67
Grade 5	
	23-24 EOY  509
Dallin Elementary School	23-24 EOY  79

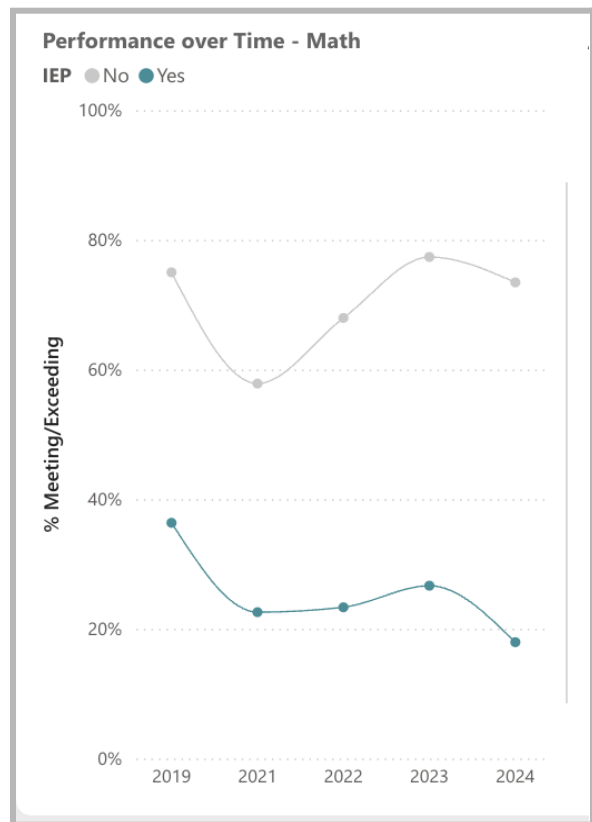
Grade 3-5 Math Overview



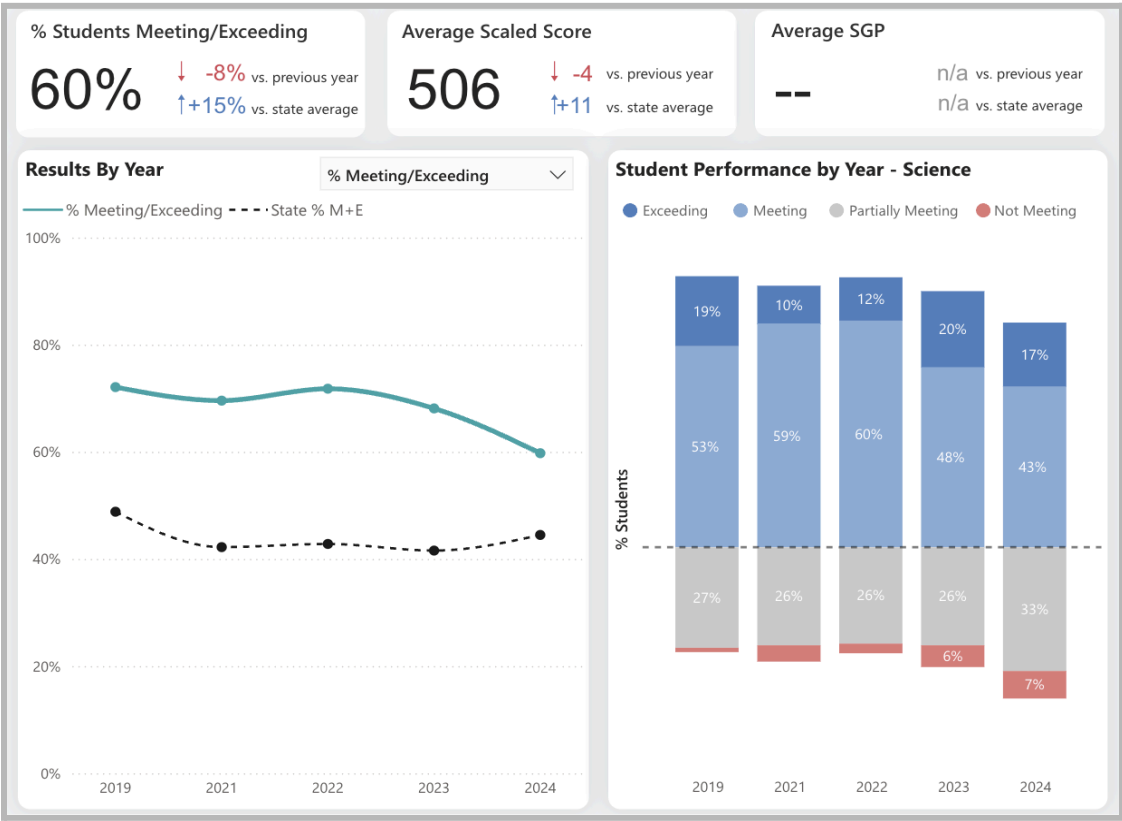
Grade 3-5 Math Group: High Needs Students



Grade 3-5 Math Group: IEP Students



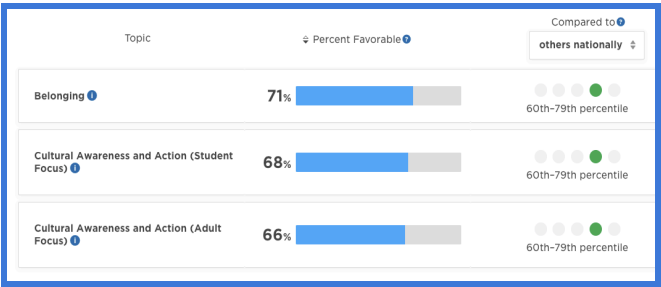
Grade 3-5 Science Overview



Chronic Absenteeism 2023-2024 Reporting

Student Attendance (2023-24) - End of Year						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	95.6	8.0	32.0	5.6	0.2	0.0
Female	95.4	8.3	35.5	7.0	0.0	0.0
Male	95.8	7.6	28.4	4.1	0.5	0.0
Low Income	95.7	7.5	22.6	9.7	0.0	0.0
High Needs	95.6	7.9	30.1	8.6	0.0	0.0
LEP English language learner	95.8	7.6	35.3	11.8	0.0	0.0
Students with disabilities	95.6	7.9	28.6	7.9	0.0	0.0
African American/Black						
Asian	94.7	9.5	45.8	13.6	1.7	0.0
Hispanic or Latino	94.8	9.4	37.9	13.8	0.0	0.0
Multi-race, non-Hispanic or Latino	95.3	8.3	32.6	8.7	0.0	0.0
White	95.9	7.4	28.1	2.6	0.0	0.0

Panorama Spring 2024 Teacher Survey



Survey Outcomes Overview

The Spring 2024 Panorama Education surveys for Dallin Elementary highlight several key strengths and areas for growth.

Strengths:

- Belonging:** Both staff and students reported high levels of feeling valued and connected, scoring above district averages. Staff responses indicate strong respect and mattering among colleagues.
- Rigorous Expectations:** Students feel teachers hold them to high standards, providing support and encouragement to persevere.
- School Safety:** A majority of students perceive school as a safe environment, with minimal concerns about bullying or violence.

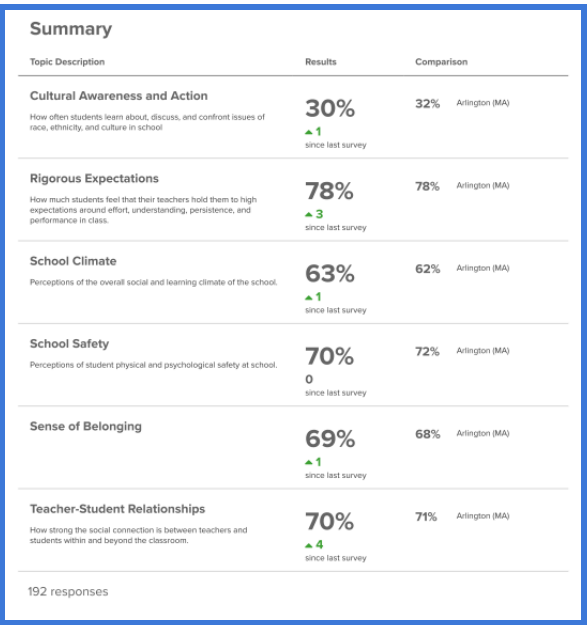
Focal Group Differences:

- Language Diversity:** Students from homes where languages other than English are spoken reported lower belonging and engagement scores, which may reflect barriers to inclusivity or representation.
- Gender:** No major disparities were evident in the belonging and teacher-student relationship scores across genders, though it's notable that 43% identified as boys and 4% identified outside traditional binary categories. This signals continued need to explore gender inclusivity and support.

Areas for Growth:

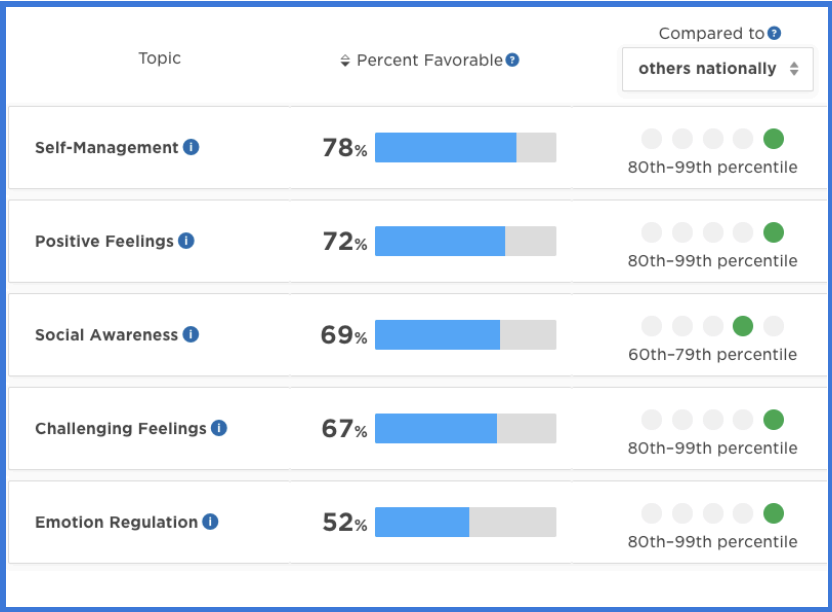
- Teacher-Student Relationships:** Although generally positive, there's room to strengthen how teachers show concern for students' emotional states and engagement beyond academics.
- School Climate:** Student perceptions of peer behavior impacting learning and fairness of school rules show mixed feedback, pointing to potential areas for improvement.

Panorama Spring 2024 Student Survey



New Spring 2024 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures Pilot Survey

The Spring 2024 Panorama SEL pilot survey for Dallin Elementary's fourth grade, their first experience with it, provides insight into our 4th grade students' perceived social-emotional competencies and well-being. Strengths include *Self-Management* (78%) and *Challenging Feelings* (67%), with students reporting high levels of politeness, preparation, and the ability to control emotions. *Positive Feelings* (72%) and *Social Awareness* (69%) indicate favorable experiences, though slightly below district averages. *Emotion Regulation* (52%) emerged as an area for growth, reflecting challenges in staying calm or pulling out of bad moods.



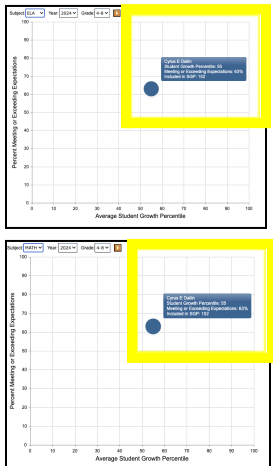
Subgroup data highlights relatively consistent scores, with no significant disparities among groups. It should also be noticed that our aggregate scores place our students' perception of self and school in mainly the highest percentile ranking when compared to students nationally.

This SEL survey differs from previous student surveys by focusing on individual competencies and emotional states rather than school-wide factors like belonging, cultural awareness, or teacher-student relationships:

- Questions are behavioral and reflective, asking students to report on **their personal** experiences and habits (e.g., "How often were you polite to adults?" versus "How much do you feel you belong?").
 - The survey emphasizes frequency-based self-assessment over relational or environment-driven perceptions, such as emotional regulation or self-management.
 - There is less emphasis on the broader school climate or specific interactions with peers and teachers, which contrasts with the cultural and interpersonal focus of the other Panorama surveys.
-

Data Portrait

*What is your school's story? What does the data say?
Please cite data sources and get micro*

	What overall strengths do you notice when looking across relevant data sources?	What evidence is there, if any, of systemic inequities with regard to focal students?	What other areas of growth or questions are raised that deserve further drilling down into the data?
Academic Achievement <ul style="list-style-type: none"> MCAS DIBELS (elem) Qualitative Data 	<p>MCAS Overall ideal growth scores:</p>  <p>Across all grades, students demonstrate strong comprehension skills, particularly in making inferences, analyzing themes, and understanding character motivations. Scores frequently exceed state averages by 10–20%, indicating consistent strength in higher-order reading skills.</p> <p>In both ELA and Mathematics, High-Needs students showed consistent improvement, exceeding targets (ELA: +3.1, Math: +3.4)</p> <p>75-80% of students K-5 are meeting early reading benchmarks. K-1 students ended year at 90% meeting grade level benchmarks.</p>	<p>MCAS ELA: In Grade 3, only 39% of students with disabilities scored at Meeting Expectations. This gap continues in Grade 5, where only 20% met expectations. These outcomes meet or surpass District and State comparisons but also suggests barriers in accessibility or differentiation for this subgroup.</p> <p>MATH: Students with Disabilities: Lower performance across grades compared to peers, particularly in multi-step and fraction-related tasks, with gaps in Meeting Expectations. Also, outcomes mapped overtime suggest a downward trendline when compared against non-IEP peers.</p> <p>Science Decline: All groups show a decline in Science (-3.8 overall), suggesting systemic challenges across demographics.</p>	<p>MCAS Writing remains a key area for improvement, as essay scores lag behind multiple-choice tasks, with gaps of 5–7% compared to Arlington.</p> <p>What specific barriers are preventing students from transferring their strong reading comprehension skills into high-quality written responses? Are focal students receiving adequate support for idea development, organization, and conventions?</p> <p>Are assessments appropriately designed to reflect students' learning styles, particularly for focal groups/students?</p> <p>Why do students struggle with operational fluency and conceptual understanding of fractions and decimals despite strong performance in related applied tasks?</p> <p>What are we noticing from students who have spent extended periods of time (+6 months) in tiered intervention to accelerate learning growth?</p> <p>What does academic engagement and discourse look like for students in our identified focal group, with special attention to students with identified disabilities?</p>

Social-Emotional <ul style="list-style-type: none"> • Chronic Absenteeism • Panorama • Qualitative Data 	<p>CA DATA The chronic absenteeism rate for High-Needs students decreased significantly by 3.9 percentage points (from 13.5% to 9.6%), exceeding the target (11.4%).</p> <p>Students with Disabilities also showed notable improvement, with a decrease of 5.1 percentage points (from 14.0% to 8.9%), surpassing the target of 11.5%.</p> <p>PANORAMA Students reported relatively high levels of confidence in their ability to manage emotions and persevere through challenges, suggesting foundational SEL competencies are being addressed effectively.</p>	<p>CA DATA Chronic absenteeism for Asian students rose from 4.5% to 13.5%, an increase of 9 percentage points, far exceeding the target (2.4%). This indicates a potential inequity or systemic barrier impacting this subgroup.</p> <p>PANORAMA Preliminary data suggests differences in SEL perceptions among focal groups (e.g., English Learners, Low-Income students, or Students with Disabilities), indicating that these groups may require additional targeted support.</p>	<p>What strategies contributed to the significant improvements in absenteeism rates for High-Needs and Students with Disabilities? Can these be adapted for other struggling subgroups?</p> <p>Are there differences in how engagement or outreach efforts are impacting specific groups? For instance, why have White students improved while others have declined?</p> <p>How can SEL programming better support students struggling with emotional regulation and peer relationships, especially for focal groups?</p>
Culture & Climate <ul style="list-style-type: none"> • Panorama • Participation • Qualitative Data 	<p>PANORAMA Across grades, students reported high levels of engagement in learning and feeling challenged in their work. This indicates a supportive academic environment where students are encouraged to perform to their potential.</p> <p>Students consistently rated their relationships with teachers as strong, particularly in areas like feeling supported and understood by educators. This reflects a positive school culture that values connections.</p> <p>Survey responses suggest that most students feel a sense of belonging and safety in school, with strong ratings in peer relationships and inclusion.</p>	<p>PANORAMA Students from historically underserved groups, such as those from economically disadvantaged backgrounds or students with disabilities, reported lower levels of engagement and connection compared to their peers. This highlights potential disparities in how these groups experience school culture.</p> <p>While overall peer relationships were rated positively, specific subgroups, such as students with disabilities, indicated challenges with inclusion or feeling connected to their classmates.</p>	<p>How can the school better address the needs of students with disabilities and economically disadvantaged students to ensure equitable access to a positive school experience?</p> <p>What strategies can be implemented to foster stronger peer-to-peer connections and inclusivity within the classroom and during unstructured times?</p> <p>What interventions can maintain high engagement levels and positive perceptions of school climate as students transition to higher grades?</p> <p>How can the school amplify student voice, particularly for those in focal groups, to understand their unique challenges and improve their sense of belonging?</p>

Strategic Goals and Initiatives

Strategic Goals and Action Steps	
Strategic Academic Goal 1: <i>What do we want for students?</i> We will close the literacy opportunity gap for high-needs students, particularly those on IEPs, by implementing the EL Education curriculum, expanding universal screenings, and strengthening tiered literacy supports. Our aim is to build foundational literacy skills and reduce gaps in achievement for multilingual learners, students with disabilities, and other high-needs populations.	
Current Progress/Status: <i>What does this look like now?</i>	See 2024 Accountability Data Tables above
SMART Success Target: <i>What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker?</i> By June 2025, the percentage of high-needs students (<i>including students with IEPs, multilingual learners, and other high-needs populations</i>) meeting or exceeding expectations on the ELA MCAS will increase by 10 percentage points, as measured by composite scaled scores and achievement levels, while reducing the literacy gap between high-needs and non-high-needs students by 20%. 100% of grade level teams will implement universal screening with progress monitoring at least three times per year to inform supplemental interventions. This process will include regular team data meetings with classroom teachers and tiered intervention providers to align instructional goals, ensuring consistency between classroom learning and the support students receive during services outside the classroom.	

Initiative: *What do faculty & staff need to improve?*

To address Priority Area 1, staff will engage in cohesive and targeted professional learning to support the implementation of the EL Education English Language Arts curriculum. The focus will be on high-leverage instructional strategies, standards alignment, and collaboration to strengthen teaching and learning across all classrooms, including specialist areas. Collaboration with an EL Education curriculum coach at eight key points during the year will provide direct coaching to teachers and the Instructional Leadership Team (ILT).

Grade-level and team meetings will be used to analyze data from universal screenings, benchmark assessments, and progress monitoring. This process will inform small-group instruction, tiered interventions, and the alignment of instructional goals across settings. The initiative aims to close literacy gaps for high-needs students, particularly those on IEPs and multilingual learners, by fostering collaborative, data-driven practices.

Key supports include:

- *Professional Development and Coaching:*
 - Focused professional learning with the EL Education curriculum coach to strengthen strategies for engaging students in tasks that build complex language and vocabulary.
 - Targeted training for kindergarten, first, fourth, and fifth-grade teachers as they implement the EL curriculum during the 2024–25 school year.
- *Instructional Leadership Development:*
 - Direct coaching for the ILT by the EL Education curriculum coach to develop expertise in high-leverage instructional practices.
 - Opportunities for peer observations and feedback cycles across grade levels to model and share best practices.
 - Regular ILT meetings to enhance their leadership role and support professional learning within their teams.
- *Collaboration Structures:*
 - Scheduled time for grade-level teams to meet with coaches and ILT members to align lessons, analyze data, and plan tiered supports.
 - Dedicated team data meetings to refine instructional strategies and ensure alignment between general education and intervention supports, including special education.
- *Progress Monitoring and Tiered Supports:*
 - Frequent progress monitoring conducted by literacy interventionists, special education staff, and reading specialists to assess and adjust interventions for students below grade-level benchmarks.

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
All staff will engage in professional development focused on the EL Education curriculum and high-leverage instructional strategies. Phase 2 will target grades K, 1, 4, and 5 while reinforcing best practices in grades 2 and 3.	EL Curriculum Coach, Coaches, Curriculum Directors, Building Administrator, Teachers	
Develop schedules that allow for tiered support staff (e.g., interventionists, special education providers) to meet with grade-level teams 2–3 times per month. Meetings will focus on aligning goals, reviewing student progress, and planning inclusive supports.	Building Administrator, Classroom Teachers, Tiered Support Staff	
Grade-level teams will create and maintain common planning tools that are accessible to all service providers within the grade.	Classroom Teachers, Coaches, Special Education Providers	

These tools will outline instructional goals, Learning Targets, and intervention plans to ensure consistency and support inclusion.		
Ensure that every student has at least one hour of uninterrupted ELA instruction daily, maximizing access to core learning for all students, including those receiving tiered interventions.	Building Administrator, Classroom Teachers	
The Instructional Leadership Team will participate in direct coaching with the EL Education curriculum coach, regular peer observations, and team meetings to model and guide high-leverage instructional practices at their grade levels.	ILT Members, EL Curriculum Coach, Building Administrator	
Expand our Core Literacy Progress Monitoring Intervention Team to design and manage progress monitoring systems and formative assessments to evaluate and to ensure literacy intervention is effective, timely, and flexible based on student growth and success.	Core Literacy Intervention Team, Building Administrator	
Families will receive progress monitoring and benchmark assessment data along with clear communication about plans to support students needing interventions, shared during each reporting period.	Classroom Teachers, Coaches, Building Administrator	

Strategic Academic Goal 2: *What do we want for students?*

We will enhance classroom instruction for all students by fostering purposeful academic discourse, promoting critical thinking, and engaging students in collaborative learning. These strategies will empower students to see themselves as valued contributors capable of high-level work, building their confidence and voice in the classroom.

Current Progress/Status:

What does this look like now? Grade-level teaching teams have increasingly recognized the importance of using Learning Targets across the school day and fostering academic discourse and participation as key drivers of academic and social-emotional success for all students. This focus aligns with findings from the Spring 2024 Panorama Student Survey, where 72% of students reported feeling positively about their classroom's rigorous expectations, reflecting steady progress.

However, the survey also highlights disparities among focal groups. Students with identified disabilities reported a 15% less positive outcome compared to their peers, while multilingual learners reported outcomes 8% below the school average. These gaps underscore the need for targeted support to ensure all students, especially those in focal groups, have equitable opportunities to engage meaningfully in academic discourse.

SMART Success Target:

What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker?

90% of K-5 teachers will regularly use Learning Targets, as verified by tri-annual instructional walkthroughs, observations, and teacher self-assessments. This includes specialist teachers, like PE, Art, music, and Library.

Student surveys will show a 10% increase in the percentage of students reporting that they feel valued as contributors to classroom discussions and confident in articulating their ideas, reflecting on progress, and collaborating with peers.

Initiative: What do faculty & staff need to improve?

To improve, staff need targeted professional development and support to enhance classroom instruction and student engagement using EL Education high-leverage practices. This includes unpacking learning targets, using structured student engagement protocols, and employing total participation techniques. Professional learning will focus on fostering academic discourse through tiered vocabulary instruction, group strategies, and instructional data use. Support will come from instructional coaches, the Dallin ILT, and ongoing professional development during staff meetings. Three annual instructional walkthroughs led by the ILT and EL Curriculum Coach will evaluate these strategies in action and provide feedback. This initiative aims to foster student reflection, agency, and voice while increasing rigor, engagement, and belonging in all classrooms.

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
Conduct three EL-focused instructional walkthroughs per year involving the ILT and the EL Curriculum Coach to monitor the implementation of high-leverage practices and provide actionable feedback to teachers.	ILT Members, EL Curriculum Coach, Building Administrator	
Provide targeted professional learning on EL instructional strategies, academic discourse protocols, and integrating Learning Targets. Training will include coaching sessions, peer observations, and modeling effective practices during team meetings.	ILT Members, Classroom Teachers, Instructional Coaches, Content Interventionists, Building Administrators	
Provide opportunities for teachers to observe experienced educators effectively using protocols to deepen student discourse. Dedicate staff meeting time for teachers to share successful strategies and classroom experiences.	ILT Members, Classroom Teachers, Instructional Coaches, Content Interventionists, Building Administrators	
Facilitate peer observation cycles across the school to build collaboration, improve school climate, and support consistent implementation of EL high-leverage practices. Observations will focus on the use of learning targets, engagement protocols, and academic discourse.	Classroom Teachers, ILT Members, Building Administrators	
Teachers will incorporate total participation techniques and academic discourse strategies in daily lessons, supported by direct coaching and peer feedback.	Classroom Teachers, Instructional Coaches, Building Administrators	

APS Strategic Priority Addressed: Initiative 1. 3: Implementing MTSS

Strategic Culture Climate Goal 3: *What do we want for students?*

We will foster a school environment where all students feel valued, included, and empowered by elevating student voice and creating inclusive spaces for play and learning. By prioritizing purposeful opportunities for students to express their experiences, lead initiatives, and engage meaningfully with peers, we will build a culture of belonging and connection.

The introduction of the Playworks program, including the Junior Coach Leadership Program, will support this effort by using play as a tool for building social-emotional skills, fostering inclusion, and empowering students as leaders. This approach will ensure that every student, regardless of background or identity, experiences a sense of belonging and contributes to a positive school climate.

Current Progress/Status:

What does this look like now?

Dallin students' overall Sense of Belonging, as self-reported on the Panorama survey, remains steady at **67%**, with gaps for smaller focal groups. Notably, students identifying as non-binary report a **34% lower sense of belonging** compared to their peers.

Additional insights:

- **4th Grade Pilot SEL Data:** Only 58% of students felt they could share their perspectives in class, and students with disabilities reported less confidence in participation.
- **Recess Climate:** Observations indicate some students struggle with inclusion during recess and often sit out of activities.
- **Spring 2024 Panorama Survey,** students reported a 5% increase in their sense of belonging, while multilingual learners showed the greatest improvement at 7%. However, students with IEPs still reported lower belonging levels by 15%..

SMART Success Target:

What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker?

Students' Sense of Belonging will increase to 80%, with the gap for focal groups decreasing to <10%, as measured by the Panorama survey.

At least 75% of students will report feeling they can share their perspectives in class, as measured by SEL surveys.

100% of recess periods will include structured, inclusive activities led by Junior Coaches, ensuring active participation for all students.

Initiative: *What do faculty & staff need to improve?*

Our goal is to create a school environment where every student feels respected, valued, and inspired to bring their full identity to the classroom and school . All students should experience a strong sense of belonging as integral members of an inclusive and supportive learning community.

To achieve this goal, our focus will be on:

- *Elevating Student Voice:*
 - Expanding opportunities for students to share their experiences through empathy interviews, focus groups, and student leadership councils.
 - Embedding student perspectives into decisions about school climate and inclusion, with particular attention to LGBTQ+ students, multilingual learners, and students receiving IEP/504 services.
- *Empowering Student Leadership:*
 - Implementing the **Playworks Junior Coach Leadership Program**, training 5th-grade students to lead recess activities and teach games to younger students.
 - Supporting student-led initiatives, including schoolwide assemblies and celebrations that highlight representation, inclusivity, and belonging (e.g., heritage month themes).
- *Strengthening Relationships and Connection:*
 - Creating structured opportunities for trusted adult-student relationships, ensuring every student feels supported and heard.
 - Utilizing recess as a time for inclusive play and social-emotional skill development, supported by the Playworks framework for conflict resolution, engagement, and empowerment.

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
Implement the Playworks Junior Coach Leadership Program. Train 5th-grade students to lead inclusive recess activities and teach games to younger students, fostering leadership and community.	Classroom Teachers, Building Administrators, Playworks Coaches	
Redesign the Whole Child Team process to include student interviews, allowing their perspectives and experiences to shape intervention planning and schoolwide practices.	Whole Child Team, Building Administrators, Classroom Teachers, Content Interventionists, SpEd Providers	
Develop and support student-led assemblies, schoolwide celebrations, and projects that emphasize representation, inclusivity, and belonging (e.g., heritage month themes).	Classroom Teachers, Paraprofessionals, Instructional Coaches, Building Administrators	
Expand opportunities for students to participate in clubs and affinity groups, such as a Rainbow Coalition or Dallin Culture Club, to build community and celebrate diverse identities.	Classroom Teachers, Paraprofessionals, Instructional Coaches	
Increase multilingual signage in common areas and incorporate cultural artwork throughout the school to reflect the diversity of the student body and foster inclusivity.	Building Administrators, Classroom Teachers, Paraprofessionals, Instructional Coaches	

Organize cultural celebration events or heritage months enrichment assemblies that highlight traditions and contributions of various cultural groups within the school community, involving students, families, and staff.	SEL Team, Building Administrators, Classroom Teachers, PTO	
APS Strategic Priority Addressed: Initiative 1.2: Student Belonging and Adult Support		

Strategic Family Engagement Goal 4: *What do we want for students?*

We will strengthen Belonging and engagement for all families by fostering meaningful partnerships and inclusive practices that value and celebrate our diverse school community. This includes reintroducing the METCO program, starting with Kindergarten, and building a strong foundation to support its success as it expands in future years. The METCO program's reintroduction provides an opportunity to enrich our school community with diverse perspectives and foster equity in access and representation.

Additionally, we will respond to our community's growing interest in STEM enrichment by exploring and expanding opportunities for students to engage deeply in science, technology, engineering, and mathematics, further aligning our school's programming with family priorities. These efforts will empower families to contribute meaningfully to their child's academic and social development.

Current Progress/Status:

What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)

Parent Surveys reflect a need for more inclusive communication, engagement with programming, and deeper connections between families and school goals.

Empathy Interviews, previously conducted with students, are now expanding to include community members from focal groups, led by the School Council.

The **reintroduction of the METCO program** offers an opportunity to strengthen connections between participating families and the broader school community.

There is a demonstrated community interest in **STEM enrichment** opportunities that foster curiosity and engagement in science, technology, engineering, and mathematics.

SMART Success Target:

What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker?

100% of families will participate in curriculum nights and family conferences, including 100% of our METCO families. Additionally, 75% of families will participate in 1 planned family engagement activity, including forums, events, and feedback opportunities, over the next two years.

Initiative: *What do faculty & staff need to improve?*

Staff will collaborate to design and implement STEAM enrichment opportunities that align with community values and expectations.

Families will need accessible opportunities to share their experiences and provide feedback, particularly through expanded empathy interviews and deeper collaborations with the PTO. This work will ensure our systems are welcoming, inclusive, and aligned with family and community needs, including their growing interest in STEM education.

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
Include community members from focal groups in empathy interviews to gather insights on school practices and culture. Led by the School Council, findings will be shared with staff to inform improvement efforts.	School Council, Building Administrators, Empathy Interview Community Team	
Partner with the PTO to design meetings that provide depth and focus on building goals, programming, and data, inviting parent feedback and participation in shaping initiatives.	PTO, Building Administrators	
Partner with our new METCO families to design connection opportunities that foster belonging and input into programming.	METCO Director, Building Administrators, Classroom Teachers	
Partner with community and PTO to design and implement STEAM-focused programs, such as family STEAM events, school clubs, and hands-on learning opportunities that reflect community interests and curriculum enrichment.	Curriculum Directors, Building Administrators, STEM Teachers, PTO	
Audit communication practices to ensure accessibility, including multilingual resources and outreach strategies that reach underrepresented families.	ILT, Building Administrators	
APS Strategic Priority Addressed: <i>Initiative 4.3: Communication and Partnership</i>		

Part VI: Resources/Supports

Resources to Ensure Success List resources required to facilitate and enable success for each strategic goal and its related initiatives. Please be as specific as possible			
Goal:	Resources Needed (Time, Training, Materials, etc.):	District Department Support	School Budget Implications
Strategic Academic Goal 1:	Common Planning Time, ACE meetings	Elementary ELA, Social Studies, Science, Mathematics, and SEL	NA

Strategic Academic Goal 2:	Common Planning Time, ACE meetings	Elementary ELA, Social Studies, Science, Mathematics, and SEL	EL Curriculum resources and Professional Development
Strategic Culture Climate Goal 3:	Common Planning Time, Staff meetings, School Council, PTO	SEL, Diversity, Equity, Inclusion, Justice, and Belonging	NA
Strategic Family Engagement Goal 4:	Common Planning Time, ACE meetings, School Council, PTO	SEL, Diversity, Equity, Inclusion, Justice, and Belonging	NA



185 FLORENCE AVENUE, ARLINGTON, MA 02476

PH: 781-316-3730





Agenda



Arlington Public Schools
Education That Empowers

- Introduction to Dallin Elementary School
- Dallin Elementary Wins/Glows
- Dallin Elementary Challenges/Grows
- Priorities for 2024-25
- Key Initiatives and Action Steps
- Resources to Support Success
- Q&A



Intro to Dallin Elementary



Arlington Public Schools
Education That Empowers

Who We Are

Dallin Elementary is a K-5 school with a strong commitment to academic excellence, inclusivity, and fostering a sense of belonging for all students.

Reintroduced the METCO program in 2024, starting with Kindergarten and planning for annual expansion.

Core Values: Respect, Responsibility, and Kindness guide our school culture and interactions.



Our Mission

Empower every student to thrive academically, socially, and emotionally.

Cultivate a love of learning and curiosity through engaging, rigorous instruction and a supportive school environment.

Celebrate diversity and build a community where every student and family feels valued and included.

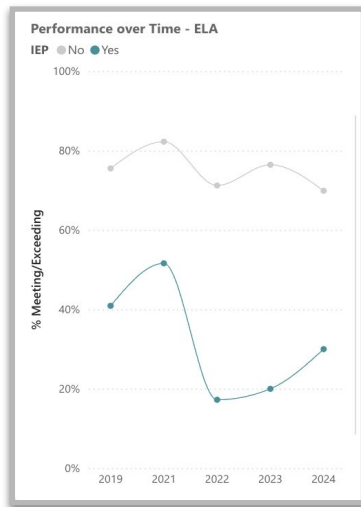


School Data Wins

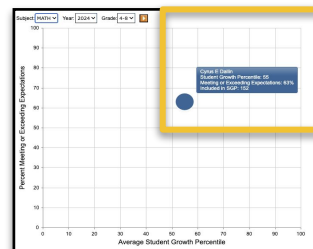
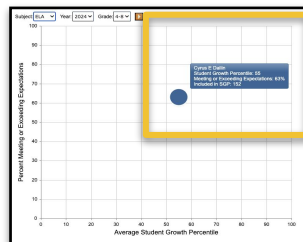


Arlington Public Schools
Education That Empowers

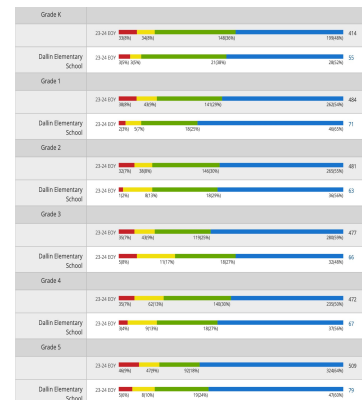
Focal Group Growth:
Students with IEPs
exceeded targets set by the
MA DESE on ELA MCAS.



Dallin Growth: With SGPs of 55%+, Dallin students are demonstrating high end year to year growth in both ELA and Math



Dallin Reads: 75-80% of students K-5 are meeting early reading benchmarks. K-1 students ended year at 90% meeting grade level benchmarks





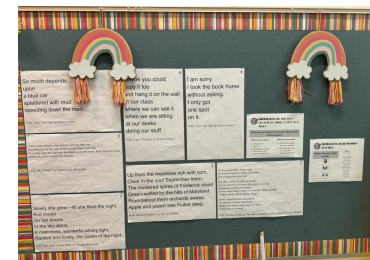
School Data Wins



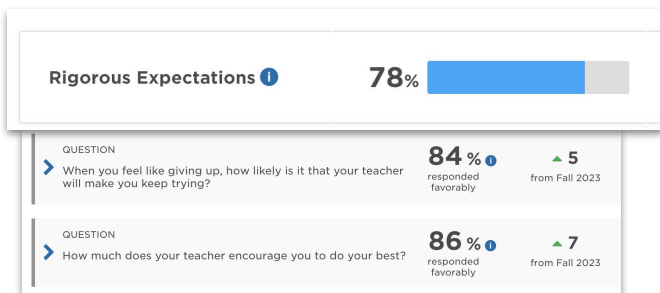
Arlington Public Schools
Education That Empowers



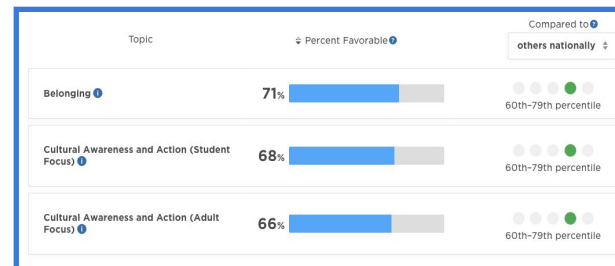
Positive Feelings: When compared nationally, our students rank in the 80th to 99th% in self-reported positive feelings about themselves!



Rigorous Expectations: Students feel teachers hold them to high standards, providing support and encouragement to persevere.



Belonging: Staff responses indicate strong respect and mattering among colleagues.



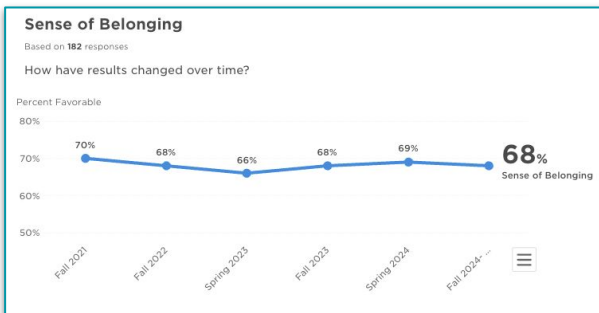
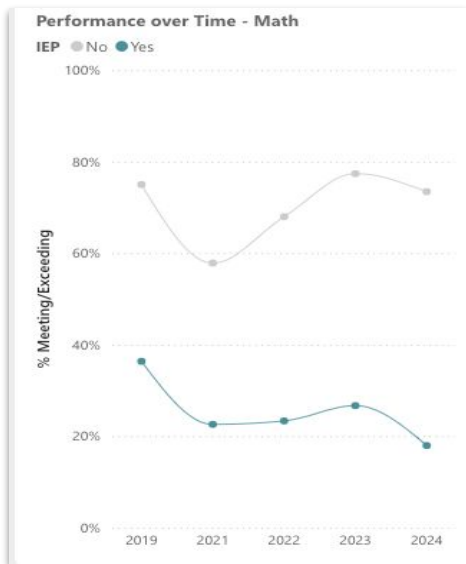


School Data Challenges



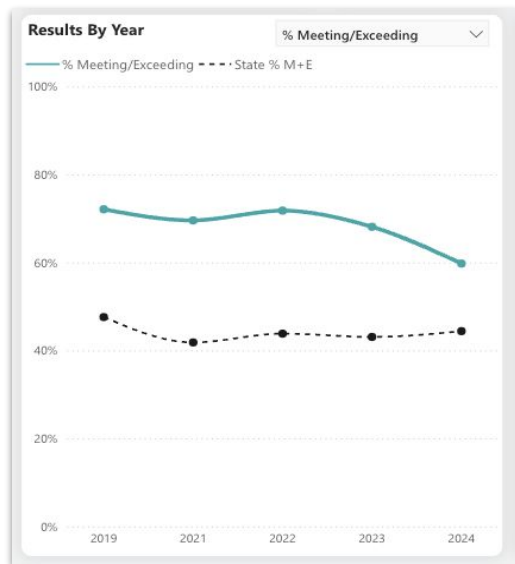
Arlington Public Schools
Education That Empowers

Students with Disabilities: Consistently lower performance in multi-step problem-solving and fraction-related tasks and a widening achievement gap between IEP and non-IEP peers over time.



Unchanged Sense of Belonging: Our performance is average with the district, and we haven't seen any significant improvement in student outcomes despite focused efforts. This highlights the need for a fresh look at our strategies to better support students.

Science Outcomes: Overall decline of 3.8 points across all student groups indicates systemic challenges requiring targeted support and engagement





School Priorities



Arlington Public Schools
Education That Empowers

Strategic Academic Goal 1

We will close the literacy opportunity gap for high-needs students, particularly those on IEPs, by implementing the EL Education curriculum, expanding universal screenings, and strengthening tiered literacy supports. Our aim is to build foundational literacy skills and reduce gaps in achievement for multilingual learners, students with disabilities, and other high-needs populations.

Strategic Culture Climate Goal 3

We will foster a school environment where all students feel valued, included, and empowered by elevating student voice and creating inclusive spaces for play and learning.

This includes the introduction of the Playworks program, which promotes play as a tool for building social-emotional skills, fostering inclusion, and empowering students as leaders.

Strategic Academic Goal 2

We will enhance classroom instruction for all students by fostering purposeful academic discourse, promoting critical thinking, and engaging students in collaborative learning. These strategies will empower students to see themselves as valued contributors capable of high-level work, building their confidence and voice in the classroom.

Strategic Family Engagement Goal 4

We will strengthen Belonging and engagement for all families by fostering meaningful partnerships and inclusive practices that value and celebrate our diverse school community, including reintroducing the METCO program at Dallin.

Additionally, we will respond to our community's growing interest in STEAM enrichment by exploring and expanding opportunities for students with support from our families.



EL Education Adoption

Key Initiatives and Action Steps



Arlington Public Schools
Education That Empowers

Tremendous gratitude is owed to our students and teachers for their resilience and high quality work implementing EL Education K-5!

Strategic Focus:

Every student has at least one hour of uninterrupted ELA instruction daily, maximizing access to core learning for all students.



Esperanza Monologues in 5th Grade

Event:	Deportation
Narrator:	Esperanza
Monologue by:	Stephanie

As I had been packing the green asparagus, I suddenly heard silence. I had asked Hortensia, "Do you hear that?" She had seemed to think that nothing had been wrong. I had told her that the strikers hadn't been yelling anymore. Everyone had looked at each other because we hadn't been able to see the street where the strikers had been yelling. We had moved to the other side of the shed and carefully looked at the empty streets where the strikers had been standing.

In the distance, I had seen a big group of gray caravan buses coming. Someone had yelled, "It's immigration!" and I had realized that it had been Josefina. The picket signs that had been carried had all scattered along the dusty road. The strikers had gone all over the place, trying to find any place to hide. I had heard the buses suddenly stop with a screech. I had seen the immigration officials and police holding clubs as they ran around, sweeping the strikers onto the buses. Everyone working in the shed, including me, had huddled together. I had been so worried that I would have been separated from Mama, so I asked and had started hugging Hortensia's arm. Someone had replied, and I had been relieved to hear that the company guards were going to protect us.

The officials had flipped over boxes and crates but hadn't found anyone near us. Because we had been in our dirty aprons and holding the asparagus, the officials didn't care. Someone had been shouting, "Americano, Americano!" She had been holding her immigration papers out in her hands, showing she had been a citizen. The police hadn't looked at them and instead took the papers and had torn them into pieces. Josefina had told me the strikers had been causing trouble for the company camp, so immigration had come and taken them away. I had asked Josefina, "Where will they go?" She had replied, saying that they would have been dropped off at Los Angeles and then would have gone on a train to El Paso, Texas, and then to Mexico. Right after she had said that, two guards had come and stood by the shed. They had been there to keep an eye on any strikers that might have been back.


Most Magnificent Projects in 1st Grade



Feelings Chart

We created a Feelings Chart because we wanted a way for people to share their feelings without having to talk about it. We used markers and foam and stickers to make our chart beautiful. We used perseverance and collaboration because we worked together and never gave up. We are excited about it because it really looks awesome!

-Bethany, Griffin and Georgina



Book Hospital

We made a book hospital so we had a place to fix broken books. Some of the tools we used were sharpie, foam and band aids. We showed perseverance when we did not give up trying to stabilize the sign. We use collaboration because we worked in harmony as a group.

-Reese, Connor and Eleanor

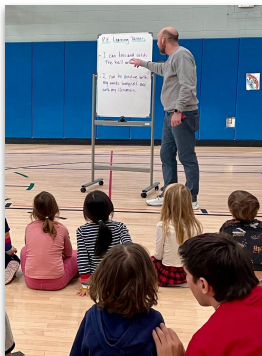


EL Education Adoption

Key Initiatives and Action Steps



Arlington Public Schools
Education That Empowers

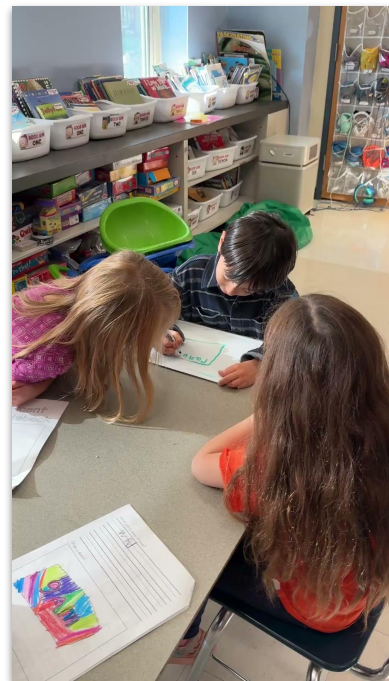


Strategic Focus: (cont.)

Our school is “lifting” the core practices of Learning Targets and Academic Discourse.



Elevating Learning Targets

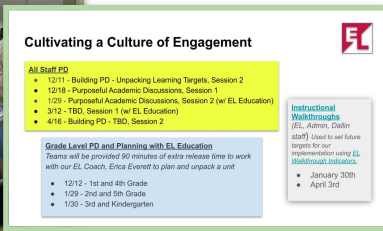


Academic Discourse



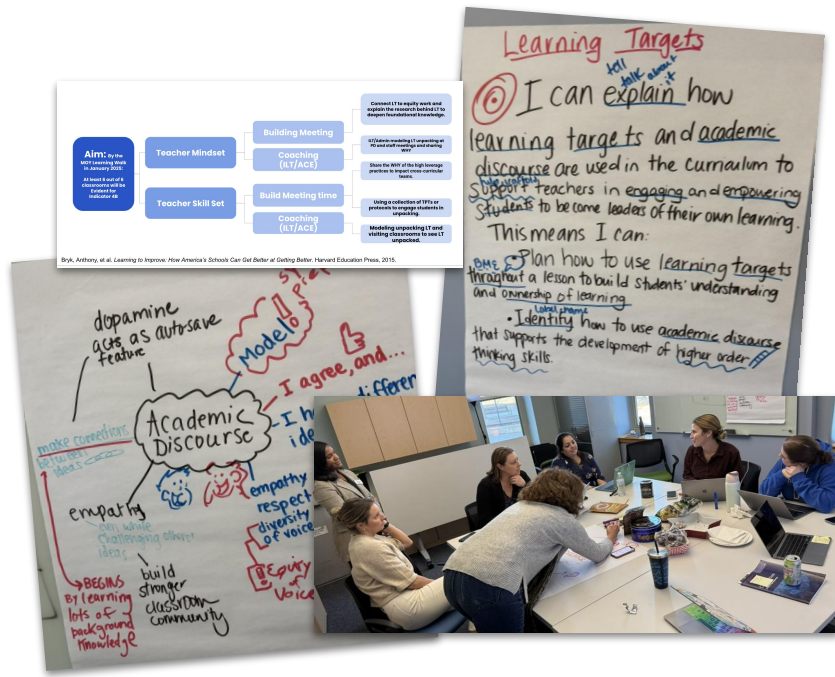
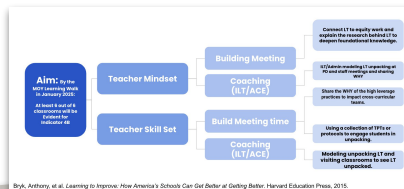
Our yearlong PD plan includes to time to study high leverage practice as a staff across our content area expertise.

El Education is partnering with our ILT to set goals and become lead decision makers in EL implementation.



Professional Development and Coaching

Instructional Leadership Development





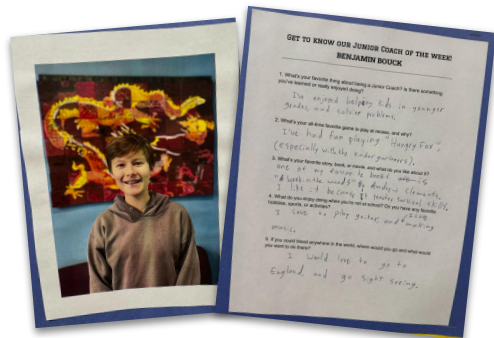
Playworks Junior Coaches

Key Initiatives and Action Steps



Arlington Public Schools
Education That Empowers

5th-grade students were trained in the fall to lead recess activities and teach games to younger students. They learn new games with support from our amazing PE teachers and then go play them with younger students.





Student Voice Initiatives

Key Initiatives and Action Steps



Arlington Public Schools
Education That Empowers

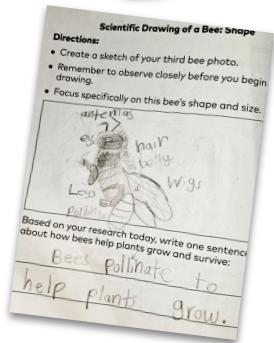
Elevating Stakeholder Voice

With student, staff, and family/ community support, we will expand opportunities for students and families to share their experiences through empathy interviews.

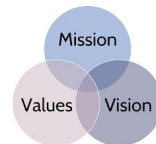


Redesigning our Whole Child Team

A teacher leadership committee will redesign our WCT (SST) process with input from staff and intention inclusion of more student voice.



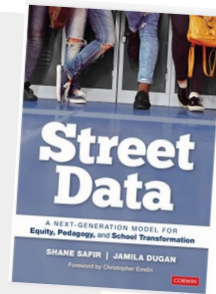
What is an Empathy Interview?



A tactic for **centering student voice**.

Requires **deep listening** as we ask students to respond to open-ended questions that encourage storytelling.

The data collected through these interviews help us to **understand students experience** and monitor their internalization of important skills.





Empathy Interviews

Impact of the Initiative on Belonging



Arlington Public Schools
Education That Empowers

- Transcripts
- Student Feedback
- Student Participation
- Mini-experiment Results
- Teacher Language & Practice

Norm Checker

What is the norm we did really well as a class?

What is a norm we can work on?

Express an Appreciation towards someone in the class that did really great today!

Norm	Week 1
Be Creative	4
Follow Directions	2
Help others and ask for help	0
Listen to others with your whole body	2
Never Give up	3
Be inclusive	4
Have a safe body and voice	5
Be a member of the learning community	5
Be a model	5
Be Musical (Tuneful Beatful Artful)	5

Next Steps: Expansion to Community

- Families and communities, often most impacted by educational systems, deserve a voice in shaping them.
- Empathy interviews and similar processes help identify inequities and honor cultural, linguistic, and social contexts.
- Listening to families fosters trust, strengthens partnerships, and increases engagement in children's education.
- Valued family input leads to co-designed solutions rooted in real needs and supported by the community.
- Collaborative approaches ensure long-term commitment and sustainable educational progress.



Whole Child Team Reframe

Key Initiatives and Action Steps



Arlington Public Schools
Education That Empowers

Team Objective: If we do this work well, adults at Dallin will shift their perspective from viewing WCT as a space for addressing student problems to seeing it as an opportunity for collaborative problem-solving and professional growth.

Motivating this work

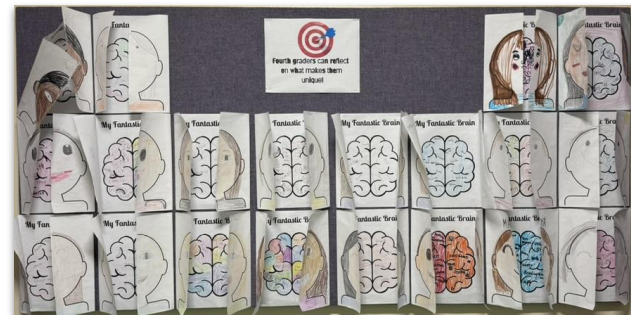


DESE Anti-Racist Leadership Competencies

5. Continually engages families and students to provide feedback on their experiences in school in order to recognize, challenge, and promote anti-racism in the school experience.

12. Actively acknowledges, develops, and sustains family partnerships in ensuring positive outcomes for students by analyzing current practices, while collaboratively monitoring existing outreach initiatives and redesigning structures that perpetuate racial inequities. Builds all staff's skills in meaningfully collaborating with families, students, and the broader community.

DESE Educational Vision



About us -

We are a building-based committee meeting monthly. Team Reps include:

- Teacher
- School Psychologist
- Special Educator
- Team Chair
- Math Coach



Resources to Support Success



Arlington Public Schools
Education That Empowers

We believe that supporting inclusive classrooms that are resourced to support full access to the learning for all of our students should remain the priority. This is a joint vision of Dallin's staff and administration. This includes continuing to grow our educator team responsible for directly working with students, including:

- Paraprofessionals
- Interventionists
- SLP-A
- Special educators

Q&A



Arlington Public Schools
Education That Empowers



Town of Arlington, Massachusetts

7:30 p.m. Arlington High School - School Improvement Plan (M. Janger)

Summary:

- 2024 - 2025 SIP - AHS Final
- AHS SIP Presentation 241212

ATTACHMENTS:

	Type	File Name	Description
📎	Presentation	2024_-_2025_SIP_-_AHS__Final.pdf	2024 - 2025 SIP - AHS Final
📎	Presentation	AHS_SIP_Presentation_241212_(1).pdf	AHS SIP Presentation 241212 (1)



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School Improvement Plan 2024-25
Arlington Public Schools**

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Framing

AHS continues to provide high levels of academic quality and a positive environment. Over the last 10 years, Arlington High School has worked steadily on increasing academic achievement, equity, and school climate by working on a number of improvements in program structure, classroom instruction, disciplinary practices, student leadership, and technology. With the opening of Phase 2, the further fading of COVID-based disruptions, renewal of our programming around belonging and social-emotional learning, and our efforts to increase student access to higher level learning we have continued to see high levels of student performance on the MCAS, high levels of graduation, strong attendance, and improvements in school climate and culture.

This past year, we were thrilled to move into new facilities in the Phase 2 sections of the new high school building. The mid-year move significantly improved our space with the addition of the new humanities classrooms, library, cafeteria, cafe, Smartlab, culinary labs, and additional educational spaces. Programming has increased with the creation of our new small business and marketing program in the Smartlab and Ponder Cafe. The student center has been accompanied by a renewed interest in high school dances and school events. The new spaces also allowed AHS to host a statewide speech and debate competition, with over 500 participants.

This year, we contend with another mid-year move as we occupy the Phase 3 sections of the new building. While the current disruptions are less than the previous phase, we continue to see impacts on our physical education and athletics programs. The logistics of the project continue to make demands on the time of administration and the logistics of building supervision. Many students continue to deal with the social and mental health impacts of the past few years of disruption associated with the pandemic and the larger social environment.

Over the past three years, a number of groups have given input to the formation of our improvement plans. A participatory group of students, parents, community members, and faculty met regularly in 2021-22 to review our leveling practices. Our grade 9 English teachers took on the successful pilot of inclusive grouping in grade 9 English during the 2022-23 and 2023-24 school years. Our Faculty Senate took input and met with our administration to guide our planning process.

Finally, over the 2022-23 school year, our newly formed Instructional Leadership Team (ILT) met together with our K-12 Curriculum Leaders to review school data and developed a “Problem of Practice” to help guide our efforts.

Over the past two years, our Instructional Leadership Team has taken on an increasing role in the planning of our school improvement plan. Last year, the school focused on creating disciplinary and interdisciplinary Learning Walks centered around Academic Conversations. Building on the success of this process, the ILT has led staff discussions, reviewed school data, and collected feedback to guide the creation of this year’s plan. We invited parents to a series of School Council meetings to review our efforts and gain valuable feedback.

In their first year, these discussions raised three related areas of focus which remain our focus today:

- Belonging
- Engagement
- Equitable Access to Higher Level Learning

The importance and interrelatedness of these three areas is outlined in our ILT “Problem of Practice” which states, “A sense of belonging is vital in any institution and it is both a core value of our educational community and a foundational condition of learning. Engagement derives

from belonging and is central to deep learning. We acknowledge an absence of belonging and unity among the AHS community members, including students, faculty and staff.”

In 2024-25, we determined to focus on four initiatives to advance these related strategic goals:

- Academic Goal 1: Teacher Learning Walks - Equitable Access and Deeper Learning
- Academic Goal 2: Teacher Committees - Equitable Access and Deeper Learning
- Culture Climate Goal 3: Community Inclusion Initiatives
- Family Engagement Goal 4: Monthly Newsletter

Part I: School Information

School Information
Principal: Matthew Janger
Assistant Principal: William McCarthy Deans: Rob DiLoreto, Paul McKnight, Veronica Tivnan Special Education Coordinator: Amy Forsythe Director of High School Counseling: Scott O’Brien
Members of Instructional Leadership Team (ILT): Teacher Members: Catherine Willwerth, Nicole Eidson, Stacy Kitsis, Molly Dingley, Alicia Majid, Amanda Donohue, Karen Botcheller, Sarah Stoe, Adam Gooder Curriculum Leaders: Christina Cooney, Michael Kozuch, Kim Visco, Rashmi Primrikar, Leo Muellner, Octavia Brauner, Sam Hoyo, Jing-Huey Wei

APS Vision Statement
The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world. APS Mission
APS Mission Statement
The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

APS Strategic Priorities

Arlington Public Schools Strategic Priorities:

1. ***Ensuring Equity and Excellence:*** The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.
2. ***Valuing All Staff:*** The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.
3. ***Improving Infrastructure, Operations, and Sustainability:*** The Arlington Public Schools will maintain a system of schools that is safe, well-maintained, sustainable, and fiscally responsible, with the appropriate tools and resources to support best educational practices and an optimum teaching and learning environment.
4. ***Sustaining Collaborative Partnerships:*** The Arlington Public Schools will partner collaboratively with families in meeting the educational needs of all students; facilitate consistent two-way communication; and provide timely, transparent, relevant, and accessible information to all stakeholders.

[Five-Year Strategic Plan](#)

Arlington High School Mission

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School.

They are:

- Integrity
- Communication
- Accountability and responsibility
- Respect
- Effective teamwork

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.

Academic Expectations for Students

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

21st Century Focus Points Across the Curriculum

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information
- Media and visual literacy
- Science, Technology, Engineering, Arts, Mathematics expertise
- Collaboration in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

2024 Arlington High School Data

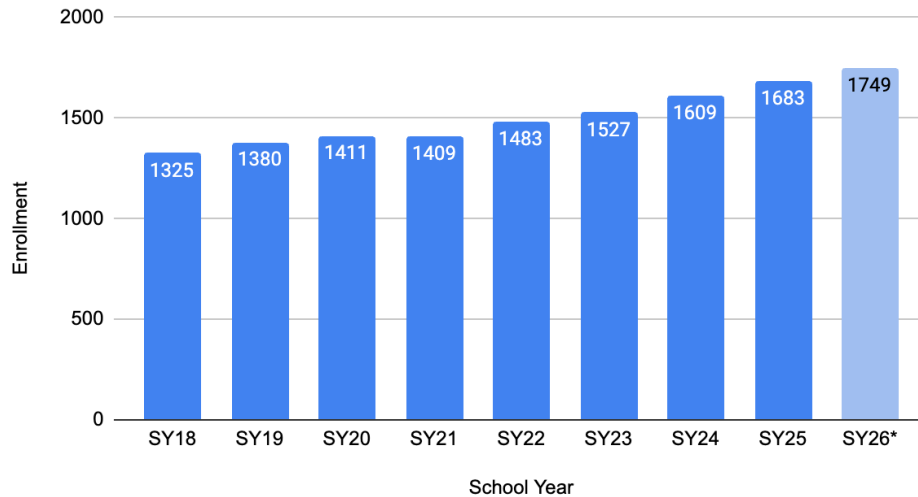
Data Sources:

- Arlington High School 2023-2024 Student Enrollment Demographics
- Arlington High School 2023-2024 Staff Demographics
- Arlington High School 2023-2024 Attendance Data
- Arlington High School 2024 Accountability Rating and MCAS
- Arlington High School 2024 MCAS English Results
- Arlington High School 2024 MCAS Math Results
- Arlington High School 2024 MCAS Science Results
- Arlington High School 2023-2024 Advanced Placement Exam (AP) Data

- Arlington High School 2023-2024 Panorama Climate & Culture Survey Data

Arlington High School 2023-2024 Student Enrollment Demographics

AHS Enrollment by School Year



*SY26 Projected

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	3.2	3.2	9.6
Asian	10.6	12.9	7.4
Hispanic	8.8	8	25.1
Native American	0.1	0.1	0.2
White	70.8	66.6	53
Native Hawaiian, Pacific Islander	0.1	0.1	0.1
Multi-Race, Non-Hispanic	6.4	9.1	4.5

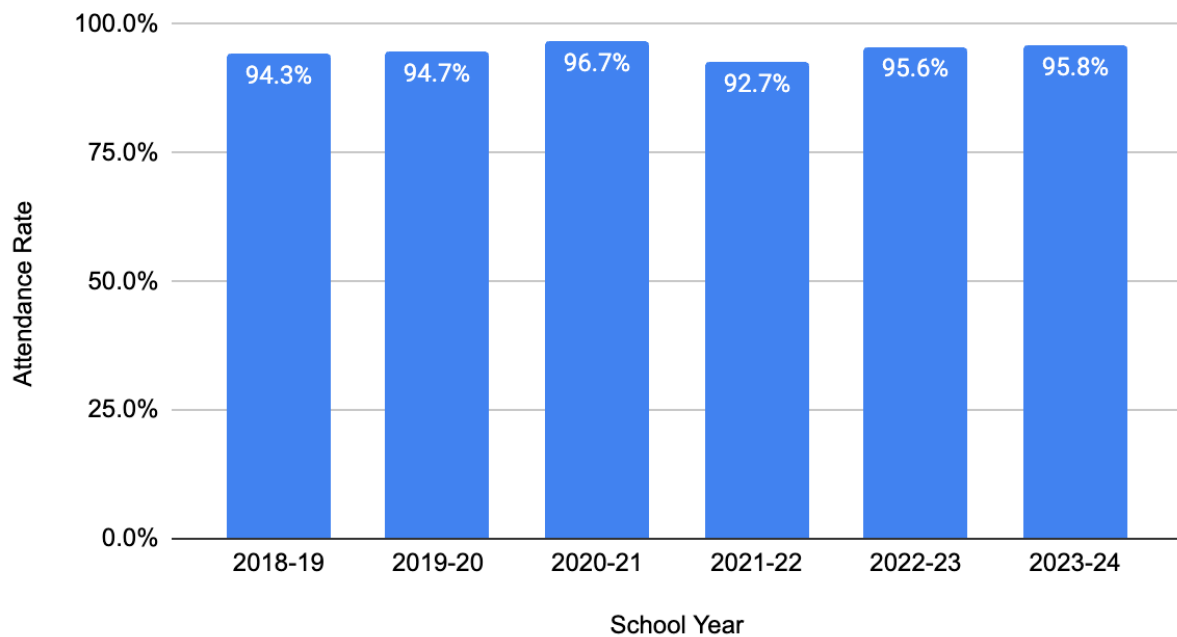
Selected Populations (2023-24)			
Title	% of School	% of District	% of State
First Language not English	13.4	14.2	26
English Language Learner	1.8	5.1	13.1
Low-income	10.4	10.6	42.2
Students With Disabilities	15	17.1	20.2
High Needs	24.5	28.9	55.8

Arlington High School 2023-2024 Staff Demographics

Staff Selected Populations (2023-24)			
Population	# of School	% of School	% of State
African American	4	2.1%	5.3%
Asian	5	2.7%	2.1%
Hispanic	3.8	2.0%	6.6%
White	172.2	91.8%	85.1%
Native American	0	0.0%	0.1%
Native Hawaiian, Pacific Islander	0	0.0%	0.1%
Multi-Race, Non-Hispanic	2.6	1.4%	0.6%
Males	74	39.4%	20.7%
Females	113.6	60.6%	79.2%
FTE Count	187.6	100.0%	100.0%

Arlington High School 2023-2024 Attendance Data

Attendance Rate by School Year



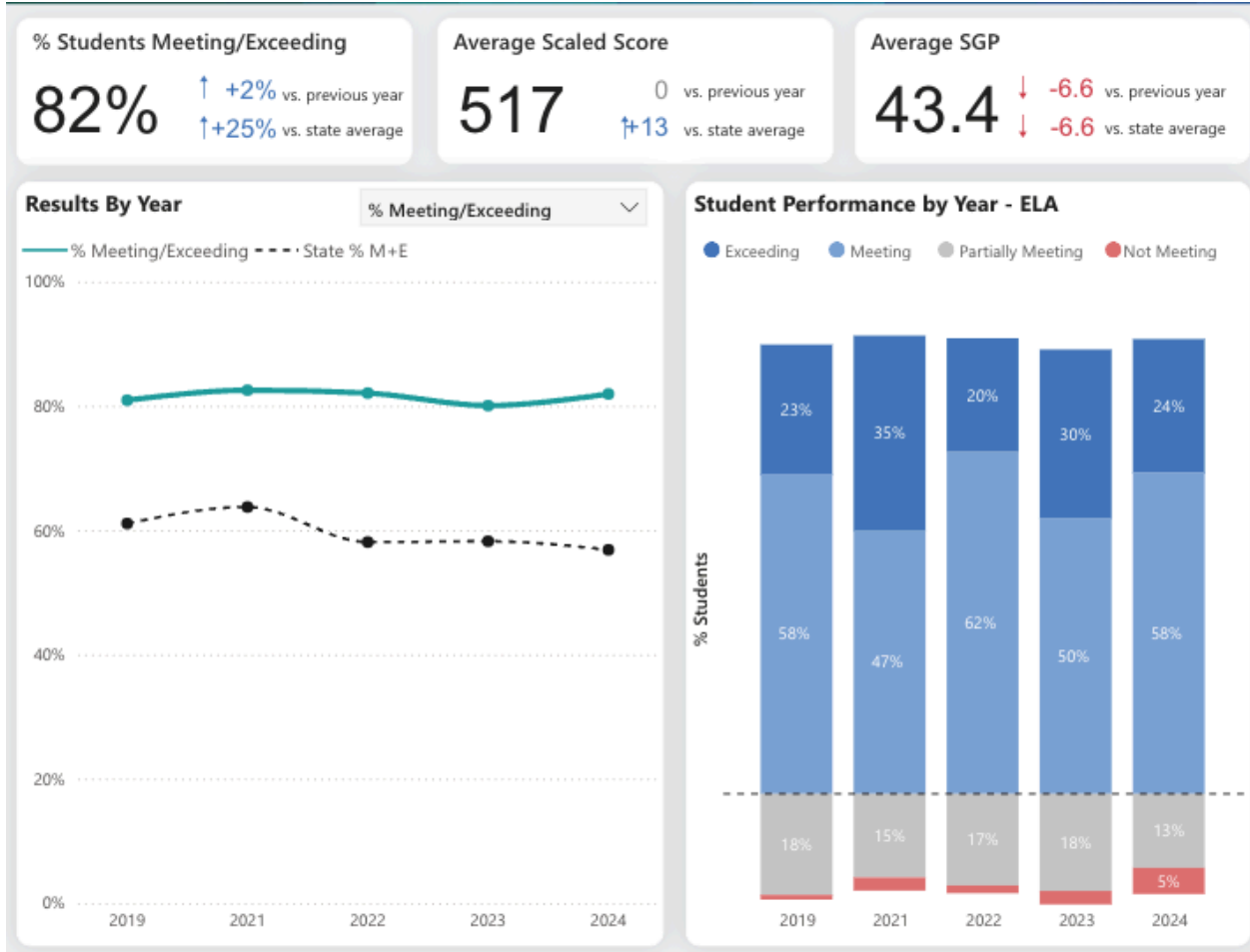
Student Attendance (2023-24) - End of Year

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	95.6	7.9	23.4	7.3	2.5	11.5
Female	95.6	7.8	25.3	6.8	2.5	11.8
Male	95.7	7.7	21.1	7.6	2.3	11
Low Income	93.1	12	35.4	19.9	7.8	25.2
High Needs	93.3	11.8	35.6	17.3	7.4	22.5
LEP English language learner	93.5	11	33.3	12.1	9.1	21.2
Students with disabilities	92.1	13.9	41.5	20.9	10.7	24.8
African American/Black	95.3	8.1	20.8	11.3	3.8	9.4
Asian	96.2	6.7	16.4	5.3	1.8	8.8
Hispanic or Latino	93.2	11.9	32.2	13.3	8.4	21
Multi-race, non-Hispanic or Latino	95	8.9	25.2	8.7	4.9	15.5
White	95.8	7.4	23.4	6.5	1.6	10.5

Arlington High School 2024 Accountability Rating and MCAS

Overall classification	Reason for classification
Not requiring assistance or intervention	Substantial progress toward targets
Progress toward improvement targets	Accountability percentile
71% - Substantial progress toward targets	84

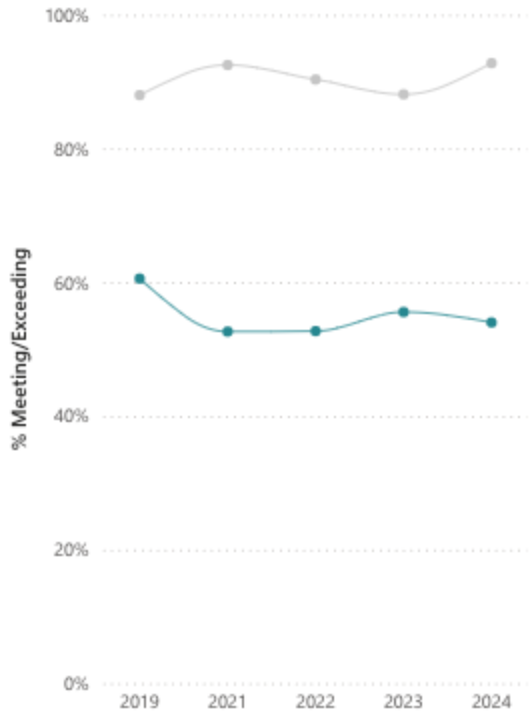
Arlington High School 2024 MCAS English Results



English language arts achievement - MCAS average composite scaled score				
Group	2023 Achievement	2024 Achievement	Change	2024 State
All Students	518	518	0	504
High needs	499	501	+2	492
Low income	497	499	+2	492
Students w/ disabilities	496	497	+1	483
Asian	521	525	+4	519
Hispanic/Latino	503	507	+4	490
White	519	519	0	509

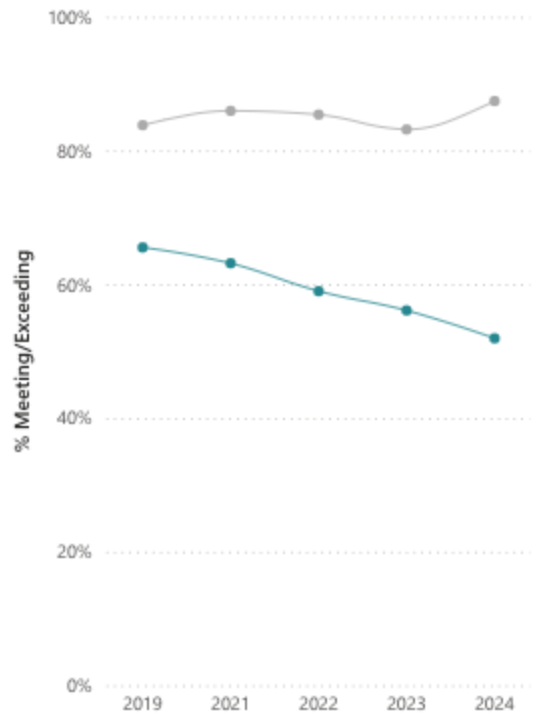
Performance over Time - ELA

High Needs ● No ● Yes



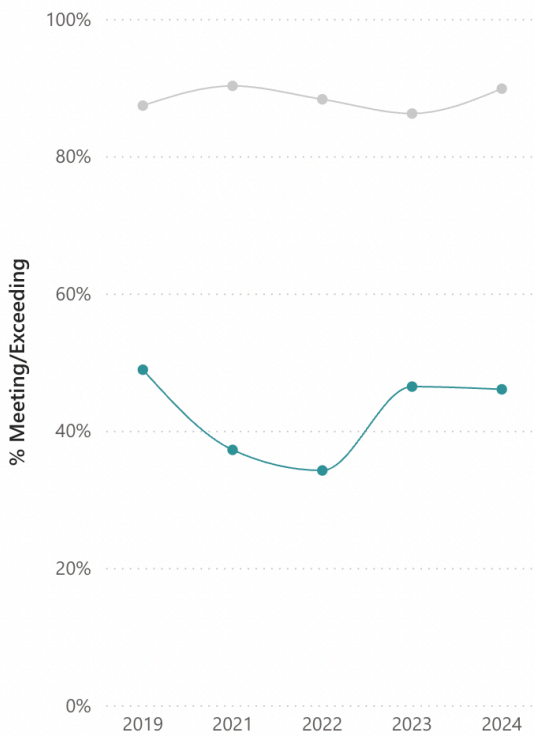
Performance over Time - ELA

Low Income ● No ● Yes

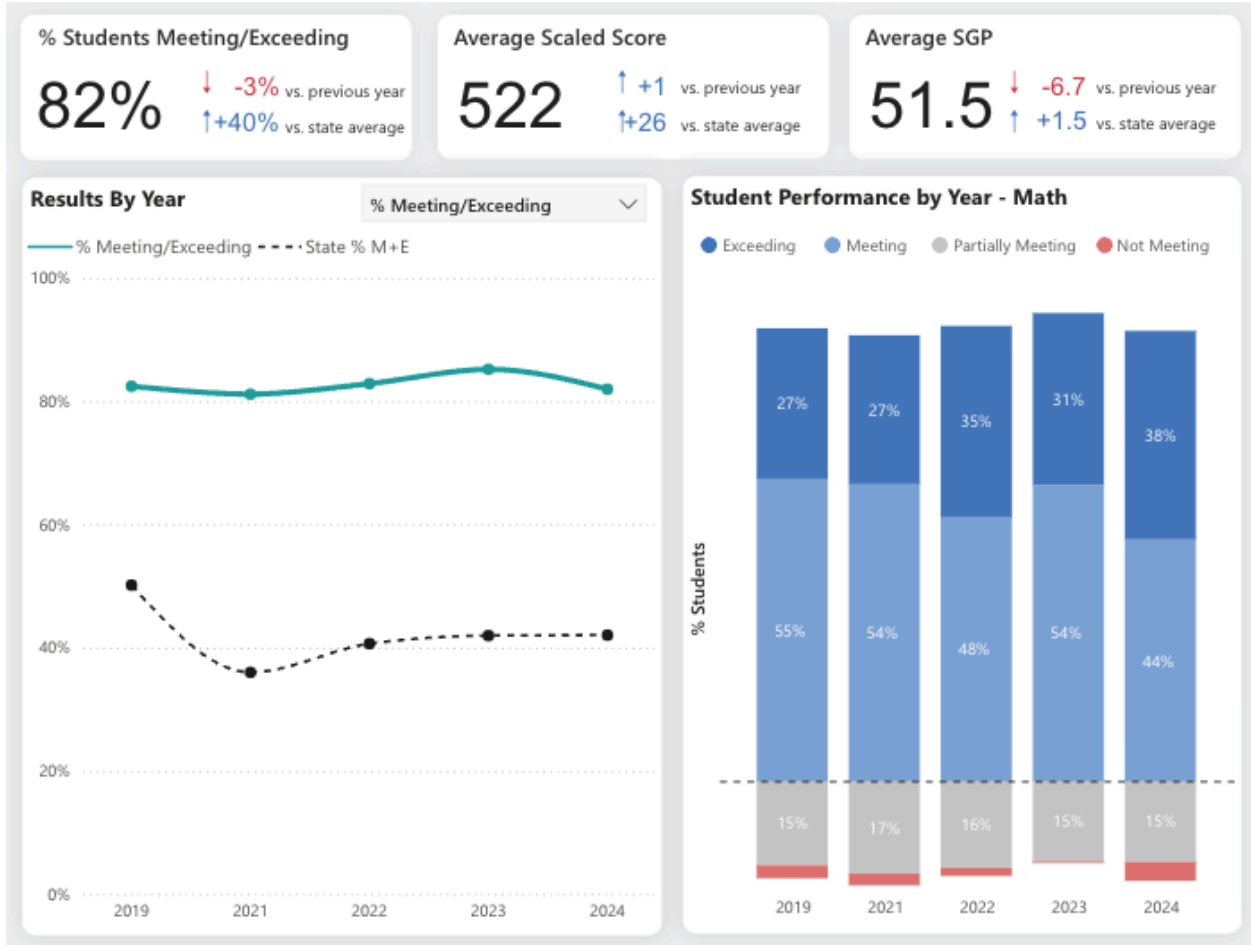


Performance over Time - ELA

IEP ● No ● Yes



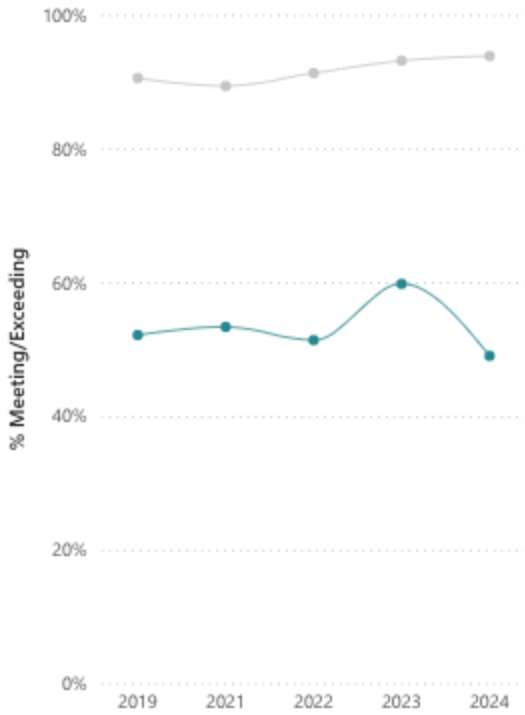
Arlington High School 2024 MCAS Math Results



Mathematics achievement - MCAS average composite scaled score				
Group	2023 Achievement	2024 Achievement	Change	2024 State
All Students	521	522	+1	500
High needs	506	502	+4	488
Low income	502	500	-2	488
Students w/ disabilities	506	496	-10	481
Asian	527	535	+8	523
Hispanic/Latino	507	511	+4	486
White	521	522	+1	505

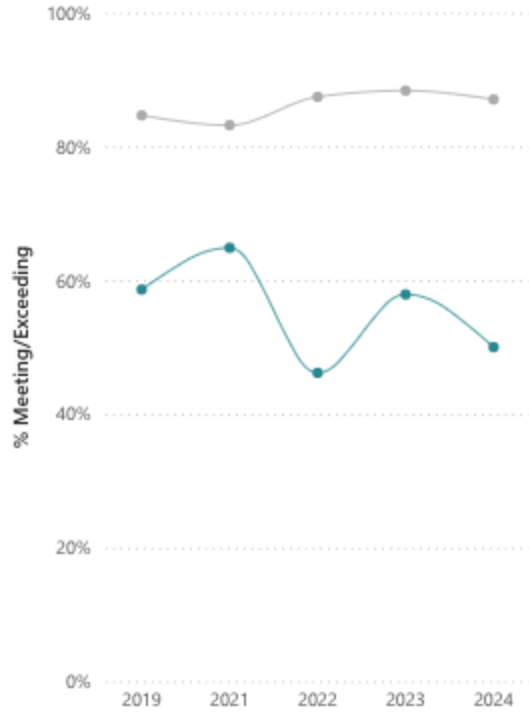
Performance over Time - Math

High Needs ● No ● Yes



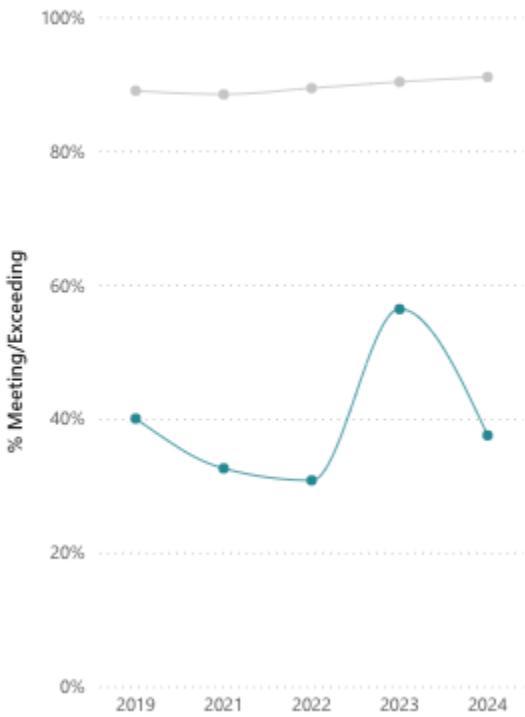
Performance over Time - Math

Low Income ● No ● Yes

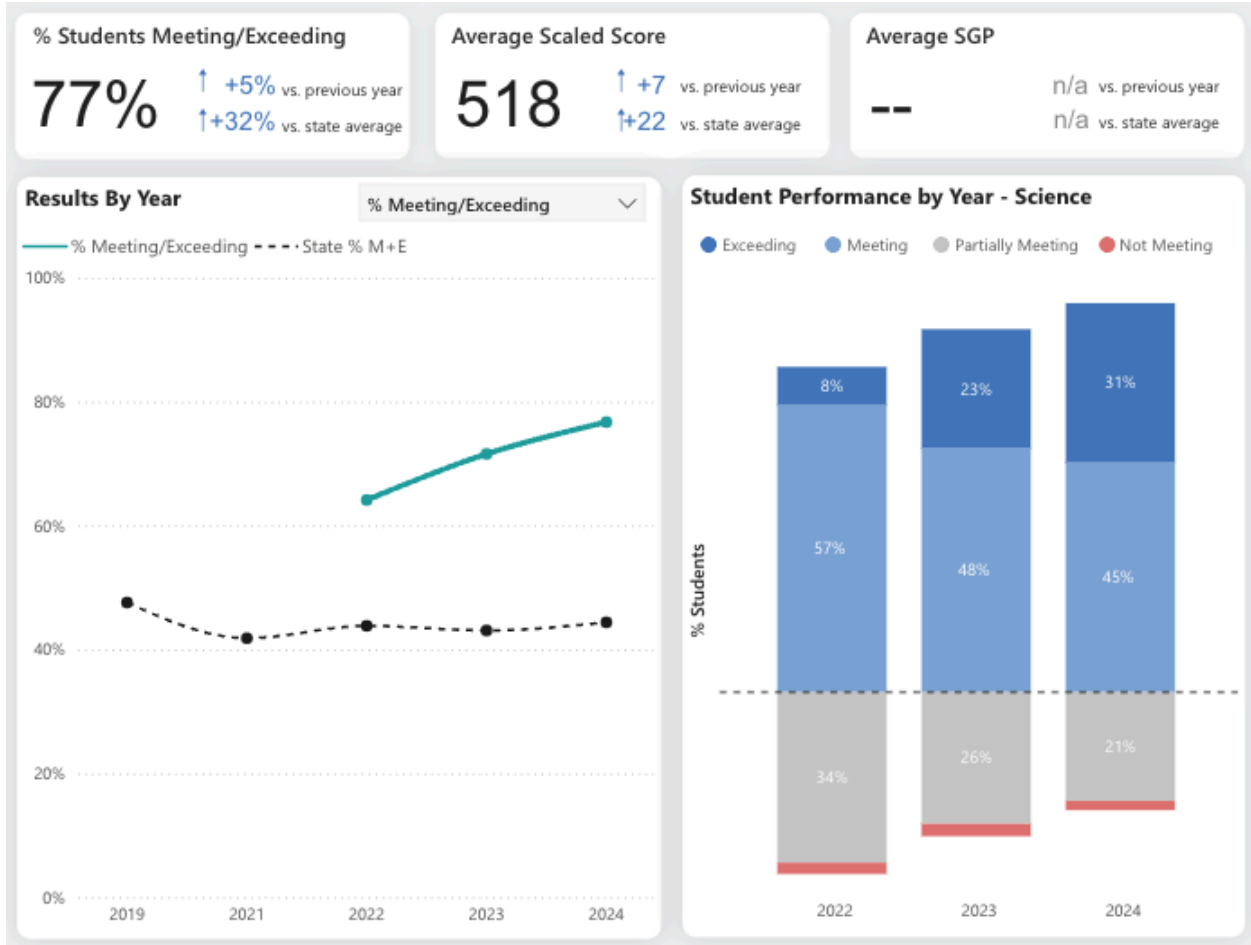


Performance over Time - Math

IEP ● No ● Yes



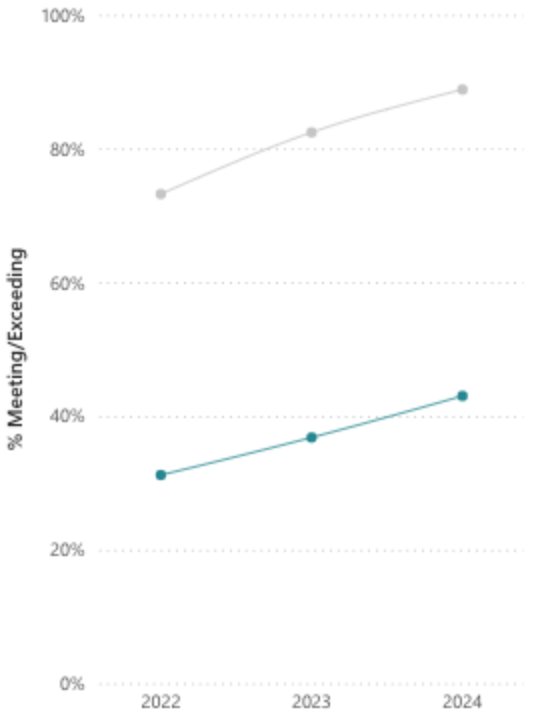
Arlington High School 2024 MCAS Science Results



Science achievement - MCAS average composite scaled score				
Group	2023 Achievement	2024 Achievement	Change	2024 State
All Students	514	519	+5	500
High needs	499	498	-1	488
Low Income	496	495	-1	488
Students w/ disabilities	499	493	-6	481
Asian	520	531	+11	518
Hispanic/Latino	499	506	+7	486
White	515	519	+4	505

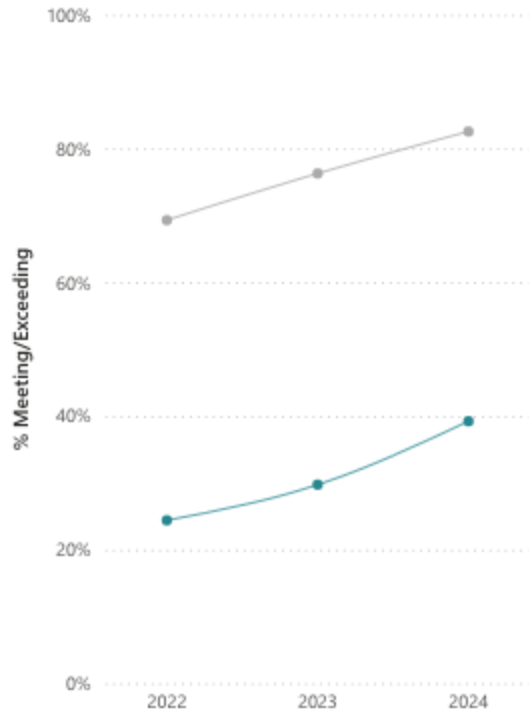
Performance over Time - Science

High Needs ● No ● Yes



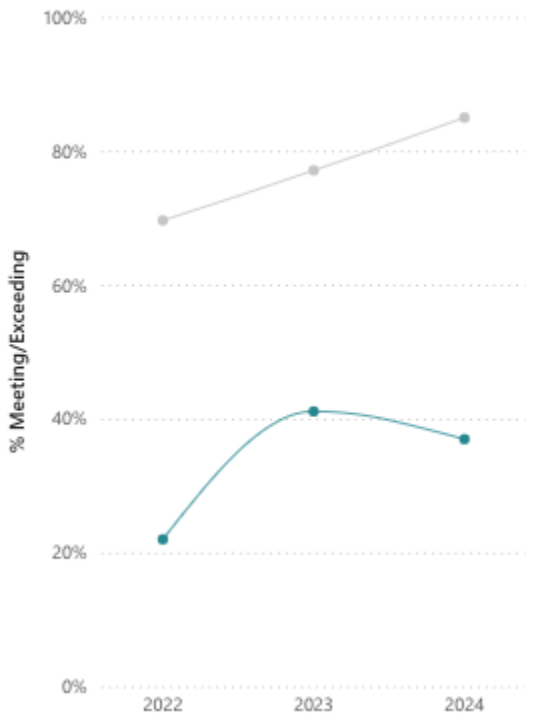
Performance over Time - Science

Low Income ● No ● Yes

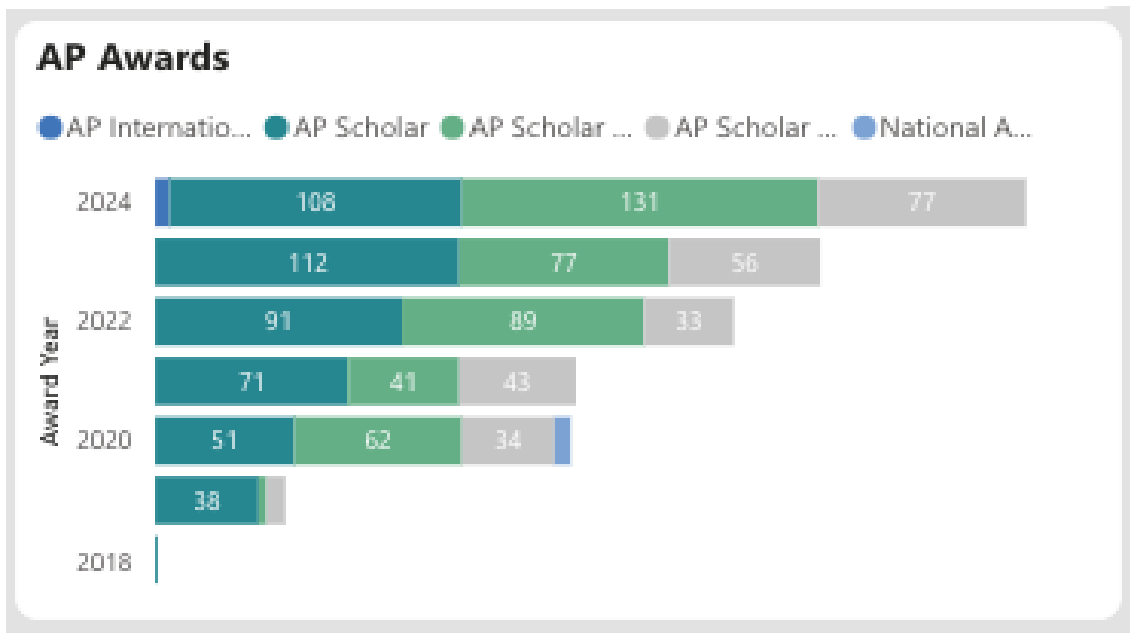


Performance over Time - Science

IEP ● No ● Yes

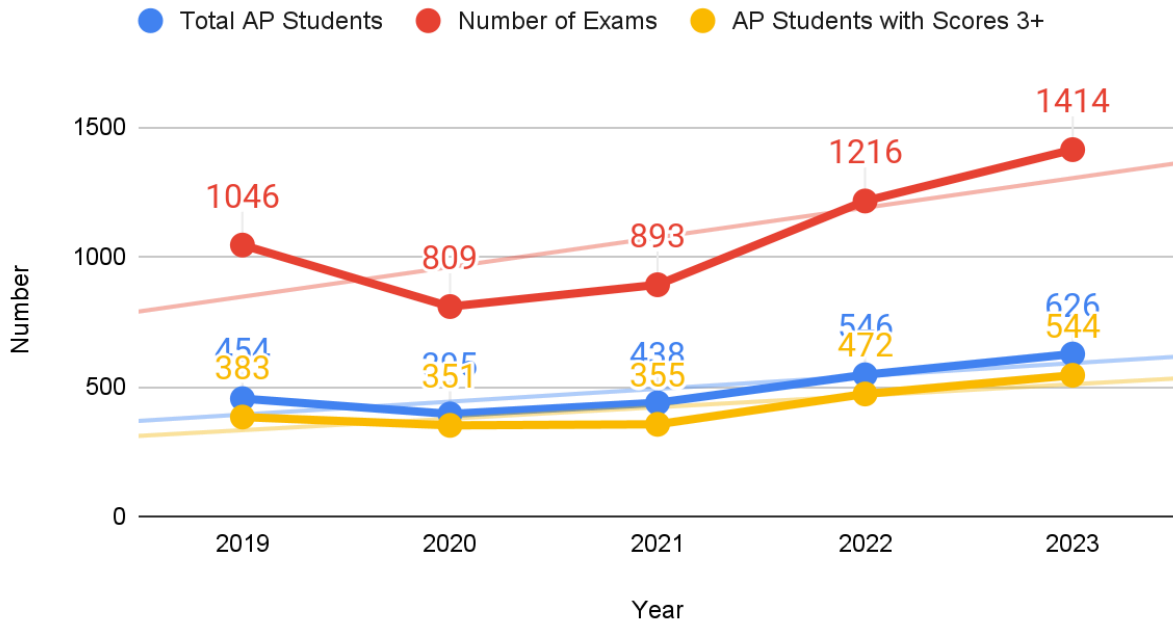


Arlington High School 2023-2024 Advanced Placement Exam (AP) Data¹



¹ AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams. AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams. AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

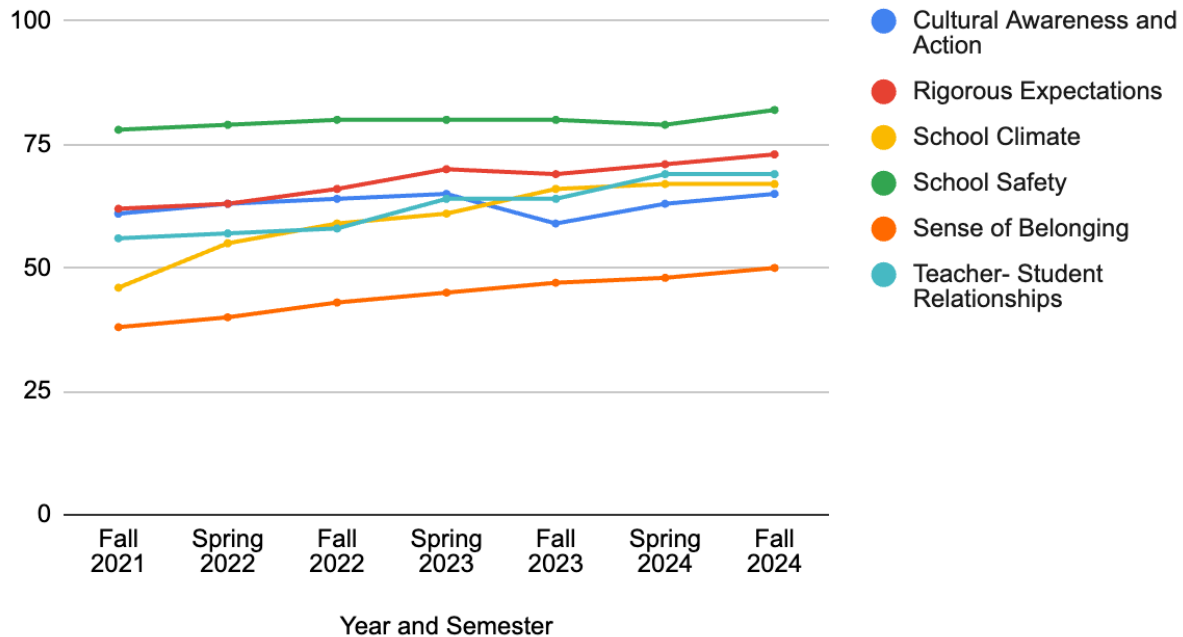
Enrollment Trend



Arlington High School 2023-2024 Panorama Climate & Culture Survey Data

Panorama Student Survey - Percent Reporting Favorably Over Time						
Year and Semester	Cultural Awareness and Action	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
Fall 2021	61	62	46	78	38	56
Spring 2022	63	63	55	79	40	57
Fall 2022	64	66	59	80	43	58
Spring 2023	65	70	61	80	45	64
Fall 2023	59	69	66	80	47	64
Spring 2024	63	71	67	79	48	69
Fall 2024	65	73	67	82	50	69

Panorama Student Survey - Percent of Positive Responses Over Time



Part II: AHS Data Portrait

Data Portrait <i>What is your school's story? What does the data say?</i> <i>Please cite data sources and get micro</i>			
	<i>What overall strengths do you notice when looking across relevant data sources?</i>	<i>What evidence is there, if any, of systemic inequities with regard to focal students?</i>	<i>What other areas of growth or questions are raised that deserve further drilling down into the data?</i>
Academic Achievement <ul style="list-style-type: none"> MCAS Qualitative Data 	Arlington High School (AHS) demonstrates consistently high MCAS performance across all subjects, with significant gains in science (+5 points overall) and stability in English and math. Asian and Hispanic students showed notable improvements in science (+11 and +7 points, respectively), while overall student growth exceeded state averages.	MCAS performance gaps persist for low-income students, students with disabilities, and African-American students, particularly in math, where a 10-point decline was observed for students with disabilities.	<p>The school's growing diversity raises questions about how mobility and demographic changes impact achievement. Additionally, continued monitoring of interventions for students with disabilities and low-income students is essential to reduce achievement gaps</p> <p>The experience with heterogeneous grouping in English demonstrates that changes in opportunity can significantly affect</p>

			<p>participation in higher level learning by students in the focal groups. This warrants continued investigation of ways to increase equitable access.</p>
Instructional Opportunity <ul style="list-style-type: none"> • Course Enrollment • Course Failure • Qualitative Data 	<p>The introduction of heterogeneous grouping in English 9 significantly increased equitable access in that course to high-level curriculum (curriculum H) for students with IEPs, African-American, and Hispanic students. AP course enrollment continues to grow, with performance remaining steady.</p> <p>AHS has had a steady increase in participation in AP exams, with an increase of 16% in the number of exams over the past year with a 29% increase in the number of students earning awards for high scores across multiple exams..</p> <p>The Panorama surveys show positive change in terms of students' experiences of rigorous expectations with a 4% increase in positive responses above the post pandemic average.</p>	<p>Disproportional representation of students in advanced courses persists by race, IEP, and EL status. These patterns reflect barriers linked to earlier tracking and leveling practices.</p> <p>While improvements in rigorous expectations are positive all around, we still see gaps in positive reports for students with IEPs (-5%) and for students who report lower grades (e.g, below B -7%).</p> <p>The introduction of inclusive grouping practices in English 9 had major positive impacts on equitable participation in curriculum H curriculum. In heterogeneous English 9, students on IEPs, African-American students, and Hispanic students were 2-4 times more likely to participate in curriculum H curriculum than in previous years.</p>	<p>Teacher working committees are focused on areas where we can build capacity for inclusion and deeper learning for all students. This includes looking at ways that grouping practices create inadvertent tracking or barriers to inclusion as well as building capacity among teachers to differentiate and support diverse students in their classrooms.</p> <p>Working Committees include:</p> <p>Academic Conversations Building Thinking Classrooms (Math and Science) Classroom Management with Collaborative Problem Solving (CPS) Culturally Responsive Teaching and Inclusive Curriculum Developing Interdisciplinary Curriculum Effective Grading Practices Equitable Access to Curriculum School Culture - Developing a Sense of Belonging Teaching, Supporting, and Grading Multilingual Learner (ML) Students Trauma-Informed Teaching / Student Mental Health</p>
Socio-Emotional <ul style="list-style-type: none"> • Chronic Absenteeism • Panorama • Qualitative Data 	<p>Attendance rates continue to be high. Attendance initiatives appear to be reaping positive effects with attendance now above pre-pandemic levels at 95.8%.</p> <p>Panorama data reflects significant progress in socio-emotional indicators, with all indicators trending consistently upward and at a 3 year high. Student</p>	<p>Chronic absenteeism disproportionately affects low-income students (19.9%) and students with disabilities (20.9%), compared to the overall rate of 7.3%. Belonging remains a challenge, with African-American students and students with disabilities reporting lower levels of connection. These gaps, though narrower than in previous years, highlight</p>	<p>Deeper analysis is needed to understand the underlying causes of chronic absenteeism for vulnerable groups and to develop targeted interventions. Strategies to enhance belonging, particularly for students with IEPs and African-American students, should include both individual support and school-wide cultural initiatives. Focus groups or</p>

	<p>belonging has reached 50% reporting favorably for the first time since the pandemic.</p> <p>Opening of the new building aligns with the largest improvement over three years with +21% students reporting favorably on school climate. The other major increases were in Teacher-Student Relationships (+13%), Belonging (+12%), and Rigorous Expectations (+11%).</p>	<p>areas where additional support is needed.</p>	<p>surveys have helped identify actionable insights to address these challenges. Developing leadership with the student affinity and anti-bias clubs can help create opportunities for dialogue and student input.</p>
<p>Culture & Climate</p> <ul style="list-style-type: none"> • Panorama • Participation • Qualitative Data 	<p>Student reports on School Climate up 2% remains high</p> <p>Reports of bullying on the YRBS have declined all around</p>	<p>Gaps for students based on Race (black -17%), gender (female -3%, transgender -10%), and IEP (-7%)</p>	<p>Student leaders of the affinity and anti-bias clubs are working to develop new content and student input for the annual Voices United anti-bullying workshops.</p> <p>Teacher Working Committees are exploring strategies for improving student engagement and belonging inside and outside of the classroom.</p> <p>Other initiatives such as Inclusion and Wellness Workshops have now made their post pandemic return.</p>

Part III: Strategic Goals and Initiatives

Strategic Academic Goal 1: Teacher Learning Walks - Equitable Access and Deeper Learning

The AHS Instructional Leadership Team (ILT) began its work in the summer of 2021 by identifying areas for improvement and addressing disproportionate outcomes in both academics and school culture. Specifically, we found that students in Curriculum A classes reported less positive experiences, and that students of color and students with IEPs were disproportionately placed in these classes.

To address these challenges, we researched instructional strategies that promote academic rigor, social-emotional growth, and equity. The ILT focused on the framework from *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings* by Jeff Zwiers and Marie Crawford. This approach emphasizes fostering meaningful,

back-and-forth dialogues in which students explore topics collaboratively by building, challenging, and negotiating ideas.

This work was also informed by the district's engagement with the **Deeper Learning Dozen (DLD)**, a network dedicated to transforming school systems into equitable, human-centered learning organizations. Through our collaboration with DLD, we drew on their core approaches to systemic change:

- **Coherence & Emergence:** Learning walks provided a structure for aligning our instructional vision across classrooms while allowing for organic, teacher-driven innovations.
- **Equity:** By focusing on the experiences of students disproportionately placed in Curriculum A classes, we embraced DLD's emphasis on redesigning systems to address inequities and foreground diverse voices.
- **Symmetry:** Modeled through collaborative learning walks, we mirrored the deeper learning experiences we aim to cultivate for students, fostering meaningful professional learning opportunities for staff.
- **Co-Design:** Teachers co-created focus areas for learning walks, ensuring shared ownership of the process and reinforcing DLD's principle of community-wide collaboration.

During the 2023-24 school year, our professional development centered on academic conversations. Departments and interdisciplinary teams identified focus areas, participated in learning walks, and reflected on their practices. Learning walks are structured, non-evaluative classroom visits designed to observe and reflect on learning using a research-based framework. These substantial observations (typically 20 minutes) focused on the presence and quality of academic conversations in classrooms. Each cycle included pre-observation conversations where teachers identified "look-fors" and post-observation debriefs to reflect on insights.

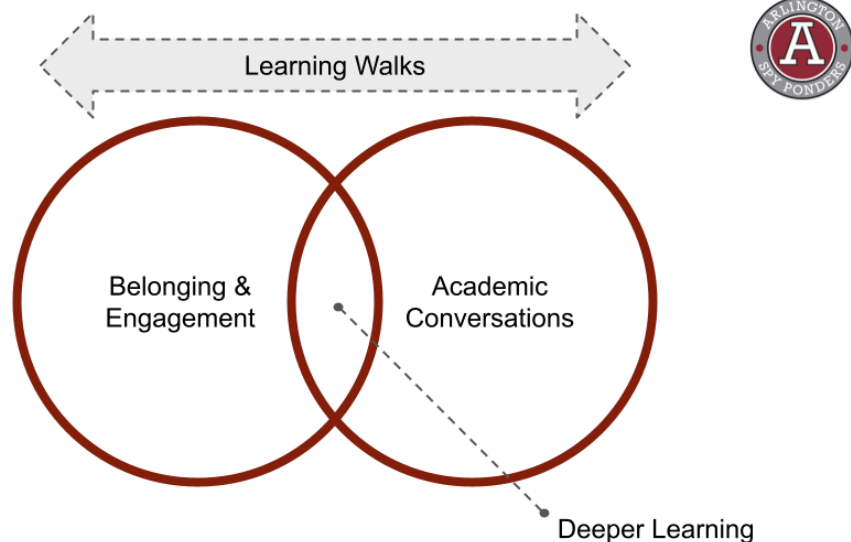
Over the course of the year, our work began fostering deeper learning experiences across departments. The value of collaboration was affirmed by the 2023 Staff Panorama survey, where 60% of staff reported that conversations with colleagues were the most effective form of professional development. By focusing on academic conversations, we modeled the same collaborative learning culture we aim to cultivate in our classrooms.

Feedback from staff highlighted the learning walks' role in fostering cross-departmental collaboration and inspiring innovative teaching practices. Teachers reported meaningful takeaways, such as strategies to engage students, manage collaboration, and create more inclusive classroom cultures. Building on this foundation, we are addressing key feedback by clarifying objectives, streamlining logistics, and expanding focus areas.

This year, teachers have collaborated to identify new focus topics aimed at promoting equitable access to learning and deeper learning experiences. Eleven interdisciplinary learning walk groups will explore the following topics:

- Academic Conversations
- Cultural Proficiency and Culturally Sustaining Pedagogy
- Effective Co-Teaching
- Heterogeneous Grouping
- Social-Emotional Learning
- Supporting High-Needs Students
- Teaching 9th Graders
- Teaching 10th Graders
- Teaching 11th Graders
- Teaching 12th Graders
- Teaching a Broad Spectrum of Learners in One Classroom

This expanded initiative reflects our ongoing commitment to fostering inclusive, engaging environments where all students thrive. By leveraging teacher collaboration, we aim to deepen learning opportunities for both students and staff while ensuring equitable access to meaningful educational experiences.



Strategic Academic Goal 1: Academic Conversations and Learning Walks	
<p>Current Progress/Status: <i>What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)</i></p> <p><i>Fall 2024</i> <i>Rigorous Expectations - 73% of students respond strongly favorably, up from 70% in the Spring of 2023, and trending upward overall, above</i></p>	<p>SMART Success Target: <i>Over 2 years, we would hope to see 5% increases in students who respond strongly favorably for rigorous expectations and belonging both overall and among African-American, special education, and transgender students.</i></p>

<p><i>the 3 year average of 69.7% 68% of students who identify as African-American respond strongly favorably. 66% of students who report receiving special education services respond strongly favorably. 75% of students who identify as transgender respond strongly favorably.</i></p> <p><i>Belonging - 50% of students respond strongly favorably, up from 45% in the Spring of 2023, and trending upward overall, above the 3 year average of 44.4%. 43% of students who identify as African-American respond strongly favorably. 45% of students who identify as receiving special education services respond strongly favorably. 31% of students who identify as transgender respond strongly favorably.</i></p>		
<p>Initiative: Conduct two cycles of learning walks with an expanded focus guided by equitable access to higher level learning and deeper learning.</p> <p>Building on the 2023-24 foundation, we continue our focus on fostering conversations around effective classroom practices across all departments. Based on the successful experience in the 2023-24 school year, we are expanding the focus from academic conversations to related topics guided by equitable access to higher level learning and deeper learning. Interdisciplinary teams and departments will collaborate to identify focus areas, participate in learning walks, and reflect on instructional practices.</p> <p>Learning walks include pre-observation discussions (to develop “look-fors”), 20-minute classroom observations, and post-observation debriefs to discuss insights. This structured, non-evaluative process emphasizes collaboration, professional growth, and reflective practice.</p>		
<p>Action Steps <i>How will we improve it?</i></p>	<p>Person/Team Responsible</p>	<p>Status</p>
<p>1. Review feedback from 2023-24 and identify areas of focus for new learning walk teams.</p>	<p>Instructional Leadership Team Principal</p>	<p>1. Completed 2. Underway 3. Underway</p>

2. Identify resources to guide learning walk teams. 3. Develop “look-fors” and post-observation debriefs within and across departments 4. Conduct 2 cycles of learning walks including observations and debriefs 5. Develop focus for third year	K-12 Curriculum Leaders All staff	4. In cycle one 5. Spring 2025
<i>APS Strategic Priority Addressed:</i> <i>Initiative 1.1: Instructional Vision</i> <i>Initiative 1.2: Student Belonging and Adult Support</i> <i>Initiative 2.2: Reimagined Professional Development</i>		

Strategic Academic Goal 2: Teacher Committees - Equitable Access and Deeper Learning

While Learning Walks emphasize exploration, team-building, and collaboration, the new teacher-led working committees provide opportunities for educators to collaborate on specific projects aimed at developing instructional practices, improving programs, or addressing school-wide initiatives. These committees are designed to align with the School Improvement Plan, foster equity, and deliver meaningful outcomes that enhance both teaching and learning experiences at Arlington High School (AHS). Our objective is to **create collaborative, teacher-driven committees that focus on actionable projects to improve equitable access to deeper learning and foster a positive school culture.**

Committees for the 2024-25 school year address critical areas of instructional and school improvement, including:

- Culturally Responsive Teaching: Incorporating diverse perspectives into curriculum and pedagogy.
- Equitable Access to Curriculum: Examining heterogeneous grouping, leveling practices, and curriculum design.
- Effective Grading Practices: Promoting grading for equity and consistency across content areas.
- Social-Emotional Learning: Embedding SEL strategies into teaching practices.
- Artificial Intelligence in Education: Exploring AI's role in planning, instruction, and assessment.
- Inclusive Classroom Grouping: Developing effective methods to support diverse learners in collaborative environments.

The teacher-led committees at AHS are a multi-year effort designed to foster collaboration and professional growth while addressing critical instructional and school improvement goals.

Committees are intended to produce evidence-based strategies and proposals, enhancing teaching practices through shared learning. Focused on improving equity and access, the work targets disparities in curriculum access and inclusive classroom experiences. Over time, these initiatives aim to provide practical ideas and tools that will make a real difference for students and staff across the school.

Strategic Academic Goal 2: Teacher Committees - Equitable Access and Deeper Learning	
<p>Current Progress/Status: <i>What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)</i></p> <p><i>Fall 2024</i> <i>Rigorous Expectations - 73% of students respond strongly favorably, up from 70% in the Spring of 2023, and trending upward overall, above the 3 year average of 69.7%</i> <i>68% of students who identify as African-American respond strongly favorably.</i> <i>66% of students who report receiving special education services respond strongly favorably.</i> <i>75% of students who identify as transgender respond strongly favorably.</i></p> <p><i>Belonging - 50% of students respond strongly favorably, up from 45% in the Spring of 2023, and trending upward overall, above the 3 year average of 44.4%.</i> <i>43% of students who identify as African-American respond strongly favorably.</i> <i>45% of students who identify as receiving special education services respond strongly favorably.</i> <i>31% of students who identify as transgender respond strongly favorably.</i></p>	<p>SMART Success Target: <i>Over 2 years, we would hope to see 5% increases in students who respond strongly favorably for rigorous expectations and belonging both overall and among African-American, special education, and transgender students.</i></p>
<p>Initiative: Teacher Committees – Targeted Collaboration for Deeper Learning Building on the foundational work of Learning Walks, the new contractual teacher-led</p>	

committees enable educators to tackle specific projects that promote equitable access to deeper learning. These committees, aligned with the School Improvement Plan, allow staff to collaborate on targeted issues such as inclusive teaching practices, culturally responsive pedagogy, effective grouping strategies, and technology integration.

Committees meet monthly, working through a structured process to define problems of practice, review data, pilot solutions, and share findings. Each group produces a final deliverable (e.g., report, proposal, or toolkit) to contribute actionable insights and tools that address school-wide priorities.

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
<ol style="list-style-type: none"> 1. Establish Committees - Teachers are assigned to committees based on their interests, with each group focusing on a specific instructional or school improvement goal. Committees meet monthly. 2. Define Problems of Practice - Committees identify specific problems, review research and data, and develop focused goals for their work. 3. Develop and Pilot Solutions - Committees design and implement pilot projects or initiatives to address their problems of practice. 4. Group Consultation - Committees will share their questions and research with each other to refine their focus and gather feedback. 5. Evaluate and Adjust Committees - analyze results of pilots, reflect on outcomes, and make adjustments as needed. 6. Deliver Final Products - Each committee produces a final deliverable (e.g., report, proposal, toolkit) to share findings and recommendations with the school community. 	Instructional Leadership Team Principal K-12 Curriculum Leaders All staff	<ol style="list-style-type: none"> 1. Completed 2. Underway 3. Underway 4. February 2025 5. Spring 2025 6. May-Summer 2025

7. Plan Next Steps - The ILT and the Committees will work together to determine next steps and focus for the following year.		
APS Strategic Priority Addressed: <i>Initiative 1.1: Instructional Vision</i> <i>Initiative 1.2: Student Belonging and Adult Support</i> <i>Initiative 2.2: Reimagined Professional Development</i>		

Strategic Culture Climate Goal 3: Community Inclusion Initiatives

In the 2023-24 school year, AHS saw some improvement in student reports of school climate and culture, with increases in teacher-student relationships and rigorous expectations. Belonging remained the lowest area overall, but has steadily improved with 50% of students now reporting highly favorable responses. This was an encouraging outcome as significant efforts were made to improve in both areas.

These efforts were supported by a number of community inclusion efforts which included:

- Voices United anti-bullying workshops for grade 9
- Wellness Workshops and Inclusion Workshops

The [Voices United workshops](#) were full-day retreats led by trained staff facilitators which focused on building understanding of the diversity of our community, empathy for the impacts of bias, and strategies for students to address bias in their everyday interactions. Overall, the workshops received positive reviews on student feedback forms.

Wellness and Inclusion Workshops were each a series of 3 workshops held during special one-hour advisory periods over the course of a month. Wellness Workshops focus on educating students on mental health and removing stigma around mental health issues. [Inclusion Workshops](#) focus on educating students on the diversity of our school community and building support for an inclusive school culture.

Launching and relaunching these initiatives was a substantial effort and was positively received and showed apparently positive results. For this reason, we continued to refine and develop these strategies over the 2023-24 school year.

Building onto the success of these initiatives, AHS has also been working to develop student engagement and leadership in student-led affinity and anti-bias clubs. In the 2024-25 school year, these clubs will collaborate in a monthly meeting coordinated by the Anti-racism Working

Group. There are a growing number of affinity clubs representing a broad range of the Arlington High School community.

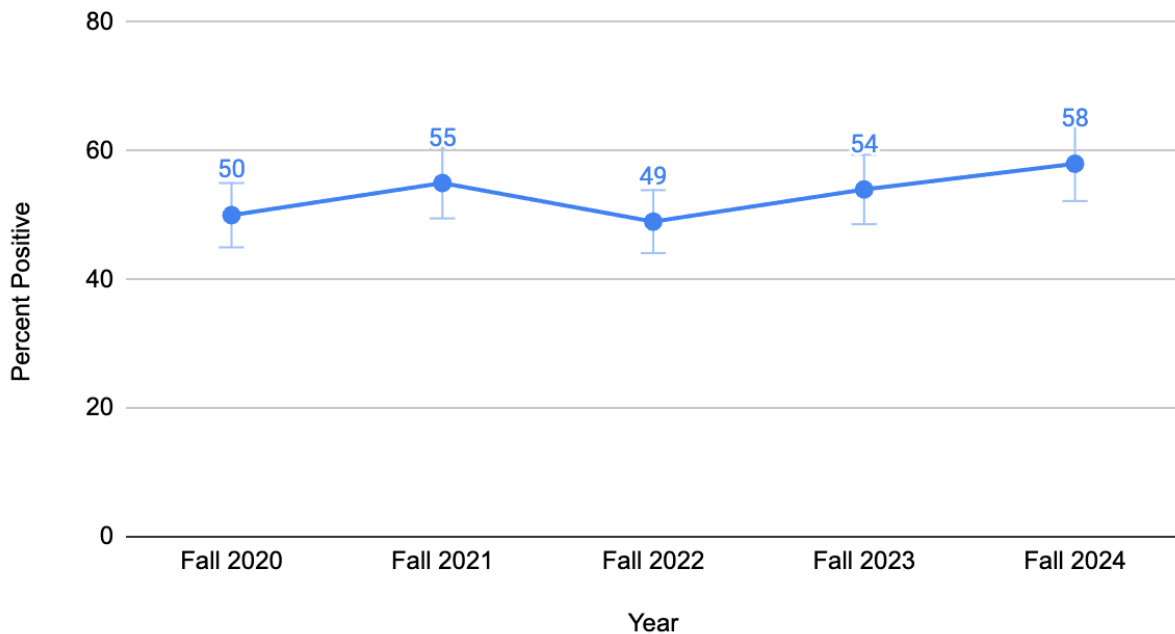
An Affinity Club at Arlington High School is a student-led group that provides a supportive space for students with shared identities, particularly those from historically marginalized backgrounds. These clubs aim to celebrate diversity, build community, raise awareness about important social issues, and promote mutual understanding. By creating opportunities for dialogue and connection, affinity clubs help foster an inclusive school environment that encourages respect, equity, and allyship. While focused on specific identity groups, these clubs welcome all students who want to participate and support their goals.

Strategic Culture Climate Goal 3: Community Inclusion Initiatives	
<p>Current Progress/Status: <i>What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)</i></p> <p><i>Fall 2024 -</i> <i>Cultural Awareness and Action - 65% of students respond strongly favorably, equal to the previous high in the Spring of 2023 and trending upward, above the 3 year average of 62.9%</i></p> <p><i>. 58% of students who identify as African-American respond strongly favorably.</i> <i>61% of students who identify as receiving special education services responded strongly favorably.</i> <i>57% of students who identify as transgender respond strongly favorably.</i></p>	<p>SMART Success Target: <i>What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)</i></p> <p><i>Looking for continued improvement in culture and climate measures.</i></p> <p><i>Over 2 years, we hope to see 5% increases in students who respond strongly favorably for cultural awareness and action both overall and among students who identify as African-American, receiving special education, and transgender.</i></p>
<p>Initiative: <i>What do faculty & staff need to improve?</i></p> <p><i>Voices United for all grade 9 students</i> <i>Affinity and Anti-bias Groups - Regular meeting of student leaders and advisors. Advisor development and collaboration.</i> <i>Wellness and Inclusion Workshops - Coordinating committee, intern support</i> <i>Advisory Programming - 4 sessions - Advisory Cte. w/ Anti-racism strand</i></p>	

Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
<ol style="list-style-type: none"> 1. Conduct Voices United Workshops for English 9 2. Plan and conduct Wellness Workshops 3. Plan and conduct Inclusion Workshops 4. Collect and analyze feedback data and adjust plans going forward <ol style="list-style-type: none"> 1. Develop definition of affinity clubs. 2. Define affinity club advisor and student leader roles. 3. Identify supports and initiatives supporting the affinity club mission. 4. Collect and analyze feedback and adjust plans going forward. 	<ol style="list-style-type: none"> 5. AHS administration 6. AHS Advisory Committee and Wellness Workshop team 7. Advisory Committee and Inclusion Workshop team 8. AHS administration, Advisory Committee and ILT AHS administration Affinity club advisors Affinity club student leaders	<ol style="list-style-type: none"> 1. Completed November 2024 2. December 2024 3. April 2024 4. Ongoing <ol style="list-style-type: none"> 1. Completed October 2024 2. Completed November 2024 3. Ongoing 4. May 2024
APS Strategic Priority Addressed: <i>Initiative 1.2: Student Belonging and Adult Support</i>		

Strategic Family Engagement Goal 4: Monthly Newsletter

Panorama Family Survey - Positive Communication Responses



In conversations with families, during Family Advisory meetings, families have reported that communication is a significant area of focus. Last year, we focused particular attention on communication with standardizing communications on grade progress with a formal grade check. On the Panorama family survey of climate and culture, while communication remains the area with the lowest proportion of strong favorable responses, we have seen a 4% over the fall of 2023. With 198 responses, this is a small sample, but a positive trend.

The high school is complicated and there are many points of contact and many activities. For this reason, the most effective type of communication is when we are able to be more systematic. This year, we are centralizing communications with a monthly newsletter highlighting important events and communications.

Strategic Family Engagement Goal 4: Mid-term Grade Communications	
Current Progress/Status: <i>What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)</i>	SMART Success Target: <i>What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)</i>
<i>Fall 2024 58% of families responding gave</i>	<i>We would look for a 5% increase in strongly favorable responses over two years.</i>

<i>strongly favorable responses to questions on communication. This is up 4% from the fall of 2023 and generally trending positively, above the 5 year average of 53.2%</i>		
Initiative: This newsletter will come out on the 1st of every month during the school year. This will be a main source of updates. The archive can be found HERE . It is intended to be brief and focused on what families need to know.		
Action Steps <i>How will we improve it?</i>	Person/Team Responsible	Status
<div>1. Develop Newsletter format</div> <div>2. Disseminate Newsletter templates to potential contributors.</div> <div>3. Announce Newsletter to families</div> <div>4. Maintain monthly updates</div> <div>5. Collect and review feedback</div> <div>6. Revise and adjust</div>	High School Administration Administrative Assistants Athletics District Communications	<div>1. Complete</div> <div>2. Complete</div> <div>3. Complete</div> <div>4. Ongoing</div> <div>5. May/June 2025</div>
APS Strategic Priority Addressed: <i>Initiative 1.1: Instructional Vision</i> <i>Initiative 4.3: Communication and Partnership</i>		

Part VI: Resources/Supports

Resources to Ensure Success List resources required to facilitate and enable success for each strategic goal and its related initiatives. Please be as specific as possible			
Goal:	Resources Needed (Time, Training, Materials, etc.):	District Department Support	School Budget Implications
Strategic Academic Goal 1:	Summer PD time ILT Stipends Stipends for Learning Walk Group Leaders Release time for learning walks (subs)	Professional Development time Coordination with Department and District Professional Development time	Uses existing resources Maintain stipend funds

Strategic Academic Goal 2:	Summer PD time ILT Stipends Stipends for Committee Leaders	Professional Development time Coordination with Department and District Professional Development time	Uses existing resources Maintain stipend funds
Strategic Culture Climate Goal 3:	Schedule adjustments Advisory committee stipends Administrative time for facilitation Administrative assistant support Intern support Food support (school food services provides)		Green sheets for curriculum development \$500 Advisory stipends \$4000 Budget for outside workshop providers \$5000 Affinity group advisor stipends \$10,000
Strategic Family Engagement Goal 4:	Administrative time to communicate and coordinate the items being announced in the Newsletter. Administrative Assistant time.	Collaboration with District events to provide updates and information within the appropriate time frame.	Additional Dean request for SY26 Additional Counselor request for SY26 Maintain staffing levels with enrollment growth



Arlington High School School Improvement Presentation 2024-25





Agenda

- Introduction to Arlington High School
- Arlington High School Wins
- Arlington High School Challenges
- Priorities for 2024-25
- Key Initiatives and Action Steps
- Resources to Support Success
- Q&A



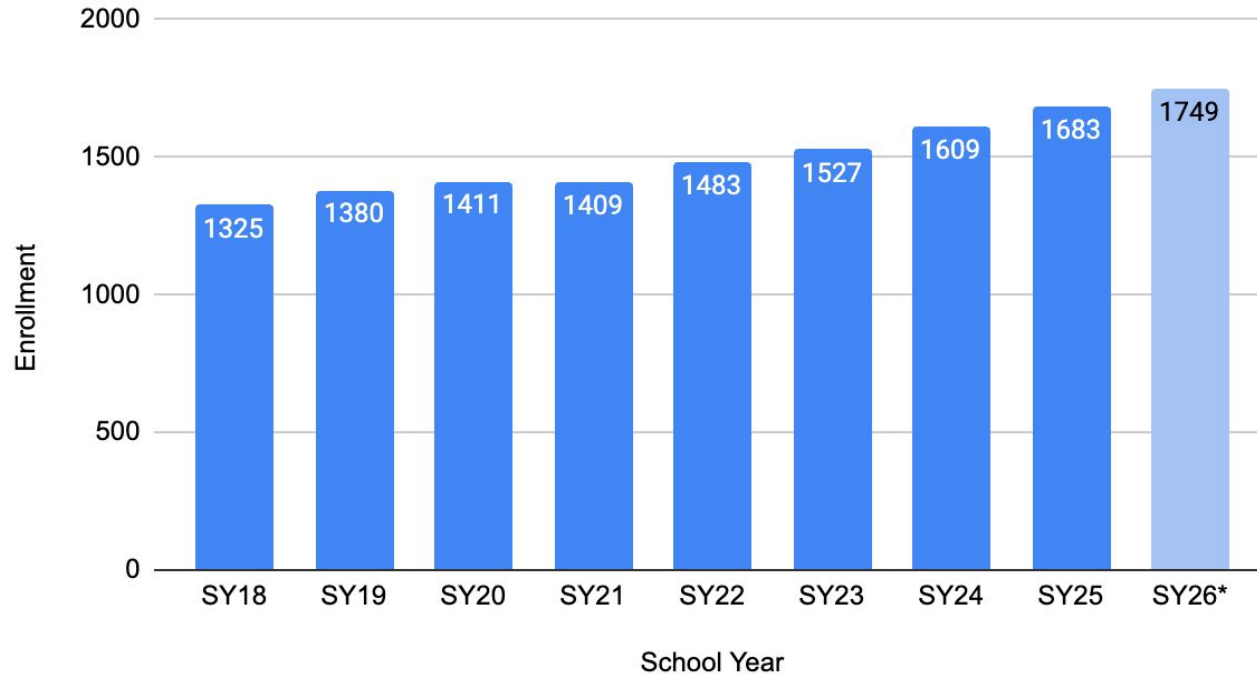
AHS Mission

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning.



Introduction to Arlington High School

AHS Enrollment by School Year





Arlington High School Wins

On track for February transition to the new Phase 3 Athletics Wing (Phase 2 transition last year)

Continued high MCAS performance, with significant growth in Science scores (Overall +5, Asian +11, Hispanic +7)

School climate and culture measures trending upward over 3 years, especially in Climate +21, Teacher Relationships +13, Belonging +12, and Rigorous Expectations +11. Initiatives include Voices United, Wellness and Inclusion Workshops & Affinity Clubs

Increase in AP exams (+16) and AP Scholar Awards (+29).

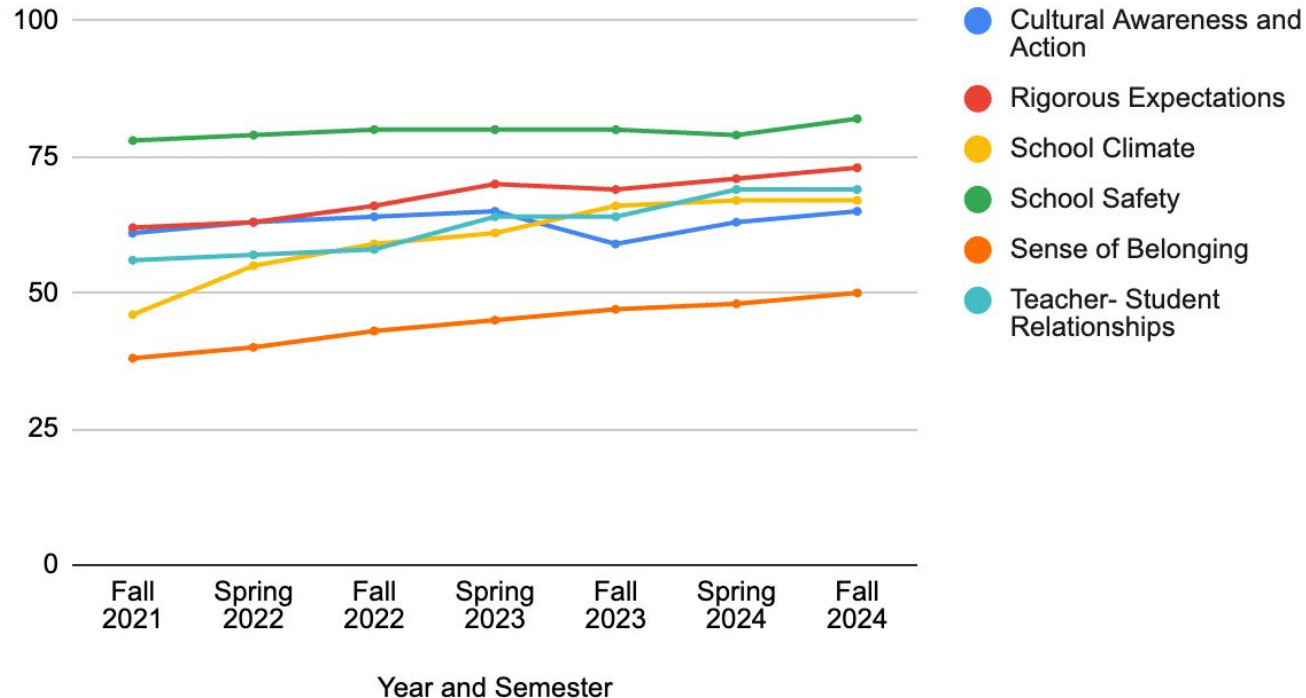
Expanded programming with the launch of the Smartlab and Ponder Cafe.

Strong attendance rates surpassing pre-pandemic levels: 95.6%



Panorama Student Survey 2021-2024

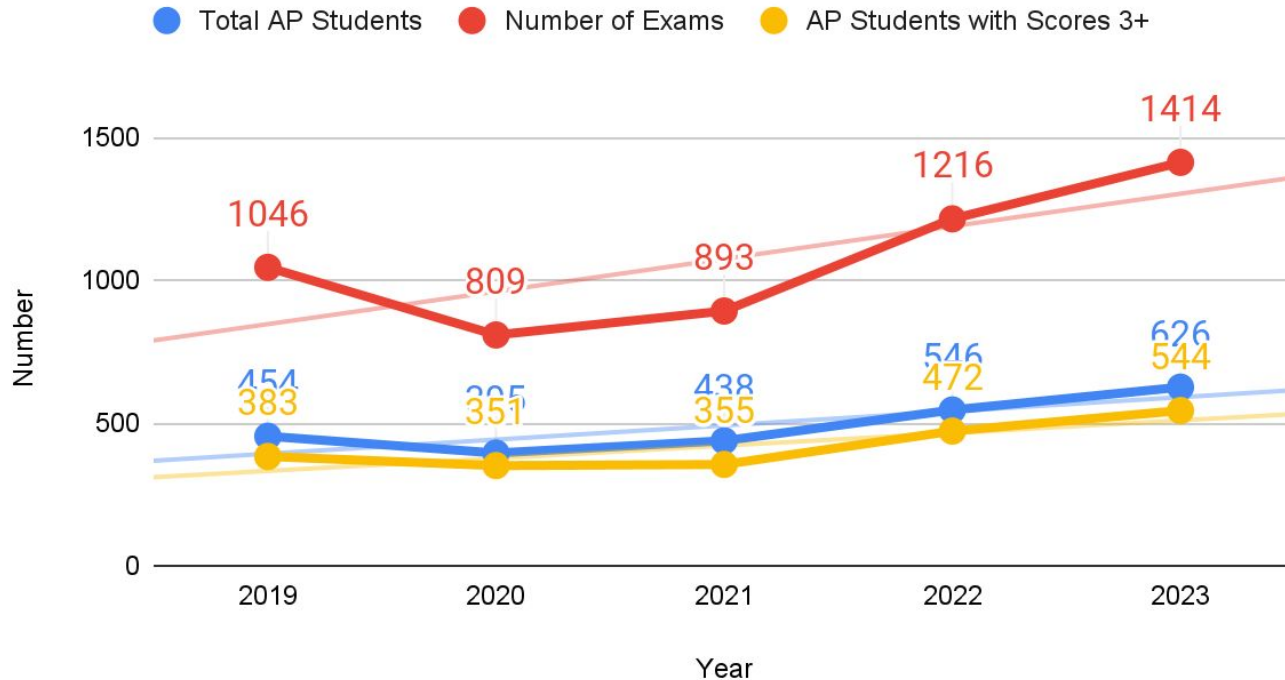
Panorama Student Survey - Percent of Positive Responses Over Time





Introduction to Arlington High School

Enrollment Trend





Arlington High School Challenges

Construction time demands, transitions, and impacts on physical education and athletics

Enrollment growth and staffing challenges ~75 additional students w/o staff increases

Need for expanded custodial and maintenance support (10-12 custodians for 400K sf)

Ongoing gaps in outcomes for traditionally underserved demographic subgroups (race, special education, ML)

Desire to increase equity of access to higher levels of curriculum, deeper learning, and student engagement (bright spots are English 9 and AP AAS).

Belonging remains half-full with gaps for African-American, special education, and transgender students



2024-25 School Strategic Goals

1. Academic: Teacher Learning Walks - Equitable Access and Deeper Learning
2. Academic: Teacher Committees - Equitable Access and Deeper Learning
3. Culture Climate: Community Inclusion Initiatives
4. Family Engagement: Monthly Newsletter



Strategic Academic Goal 1

Teacher Learning Walks - Equitable Access and Deeper Learning

Objective:

- Foster equitable access to higher-level learning.
- Promote deeper learning through structured teacher collaboration and reflective practices.

Key Activities:

- Learning Walks (non-evaluative classroom observations)
- Teacher collaboration on inclusive and rigorous teaching strategies



Strategic Academic Goal 1

Learning Walk Process

Structure:

- Pre-observation: Identify research focus and "look-fors."
- Observation: 20-minute sessions focused on target areas.
- Post-observation: Reflect and share insights.

Impact:

- Increased collaboration across departments.
- Enhanced professional development with 60% of staff finding peer conversations most effective.



Strategic Academic Goal 1

Expanded Focus

- Academic Conversations
- Cultural Proficiency and Culturally Sustaining Pedagogy
- Effective Co-Teaching
- Heterogeneous Grouping
- Social-Emotional Learning
- Supporting High-Needs Students
- Grade Level Groups
- Teaching a Broad Spectrum of Learners in One Classroom



Strategic Academic Goal 2

Teacher Working Committees - Equitable Access and Deeper Learning

Objective:

- Create collaborative, teacher-driven committees that focus on actionable projects to improve equitable access to deeper learning and foster a positive school culture.



Strategic Academic Goal 2

Teacher Working Committees - Equitable Access and Deeper Learning

1. Establish Committees
2. Define Problems of Practice
3. Develop and Pilot Solutions
4. Group Consultation
5. Evaluate and Adjust
6. Deliver Final Products

Plan Next Steps - Repeat the cycle over 2-3 school years



Strategic Academic Goal 2

Teacher Working Committees - Equitable Access and Deeper Learning

1. Culturally Responsive Teaching
2. Equitable Access to Curriculum
3. Effective Grading Practices
4. Social-Emotional Learning
5. Artificial Intelligence in Education
6. Inclusive Classroom Grouping



Strategic Academic Goal 2

Teacher Working Committees - Equitable Access and Deeper Learning

1. Culturally Responsive Teaching
2. Equitable Access to Curriculum
3. Effective Grading Practices
4. Social-Emotional Learning
5. Artificial Intelligence in Education
6. Inclusive Classroom Grouping



Strategic Culture and Climate Goal 3

Community Inclusion Initiatives

Objective:

- Foster a sense of belonging and inclusion across all student groups.
- Promote understanding, empathy, and action against bias.

Key Activities:

- Voices United Anti-Bullying Workshops for Grade 9
- Wellness Workshops (Mental Health Awareness)
- Inclusion Workshops (Diversity Education)
- Affinity and Anti-Bias Club Leadership Development



Strategic Culture and Climate Goal 3

Community Inclusion Initiatives

Ongoing Initiatives:

- Conduct Voices United Workshops for English 9
- Plan and conduct Wellness Workshops
- Plan and conduct Inclusion Workshops
- Collect and analyze feedback data and adjust plans going forward

Strategic Culture and Climate Goal 3





Strategic Culture and Climate Goal 3

Community Inclusion Initiatives

Focus Initiative:

- Develop definition of affinity clubs.
- Define affinity club advisor and student leader roles.
- Identify supports and initiatives supporting the affinity club mission.
- Collect and analyze feedback and adjust plans going forward



Strategic Culture and Climate Goal 3

Community Inclusion Initiatives

Focus Initiative:

- Develop definition of affinity clubs.
- Define affinity club advisor and student leader roles.
- Identify supports and initiatives supporting the affinity club mission.
- Collect and analyze feedback and adjust plans going forward



Strategic Family Engagement Goal 4

Monthly Newsletter

Objective:

- Improve communication with families through a systematic, concise, and accessible monthly newsletter.

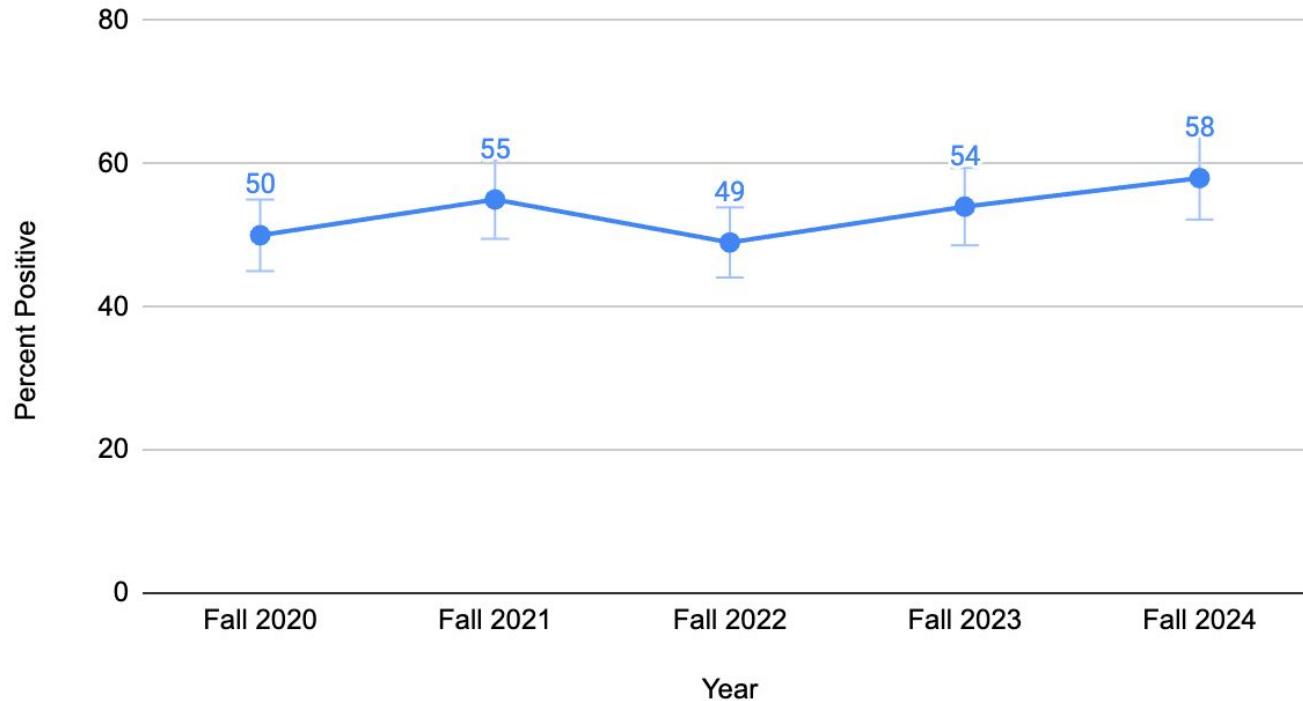
Rationale:

- Family feedback highlights the need for consistent updates.
- Panorama Survey Results:
- 4% increase in favorable responses (Fall 2024 vs. Fall 2023).
- Current favorable response: 58%, surpassing the 5-year average of 53.2%.



Strategic Family Engagement Goal 4

Panorama Family Survey - Positive Communication Responses





Resources to Support Success

The new building was designed to open with 4 Deans and 8 Counselors at 1755 students. Requesting a Dean and Counselor for SY26. Academic, culture and climate, and family engagement goals require increased relationship building requiring stipend, counselor, and Dean support

Enrollment increase in staffing - Received staffing increase for 20 students in SY25, but growth reflected 80 students. 60 more predicted for SY26. With roughly 140 additional students we need roughly 12 additional staff to keep staffing even. Additional staff are necessary to meet identified student needs.

Recommendations call for 20 custodians to maintain a building of our size. We have a complex building with almost 24/7 use. We need to appropriately staff custodial and maintenance resources.

The high school has the lowest teacher and paraprofessional ratios in the district. Need additional paraprofessionals to maintain access to the library and expand the Cafe/Print Shop Program.

Stipends for Learning Walks, Teacher Committees, Advisory, and Affinity Clubs.



Town of Arlington, Massachusetts

7:55 p.m. Budget Update (F. Gorski)

Summary:

- Budget Requests
- Finance Report

ATTACHMENTS:

	Type	File Name	Description
▯	Budget Document	SC_Budget_Update_-_12-19-24.pdf	SC Budget Update - 12-19-24



To: Arlington School Committee
From: Francis Gorski., Assistant Superintendent of Finance and Operations Re:
Re: Financial Reports for as of November 30th, 2024
Date: December 18th, 2024

Attached you will find a copy of the quarterly financial report as of November 30th, 2024. There are three different reports for your review. Included are separate monthly budget tracking reports for the general fund (town appropriation), grants and revolving accounts.

General Fund Report

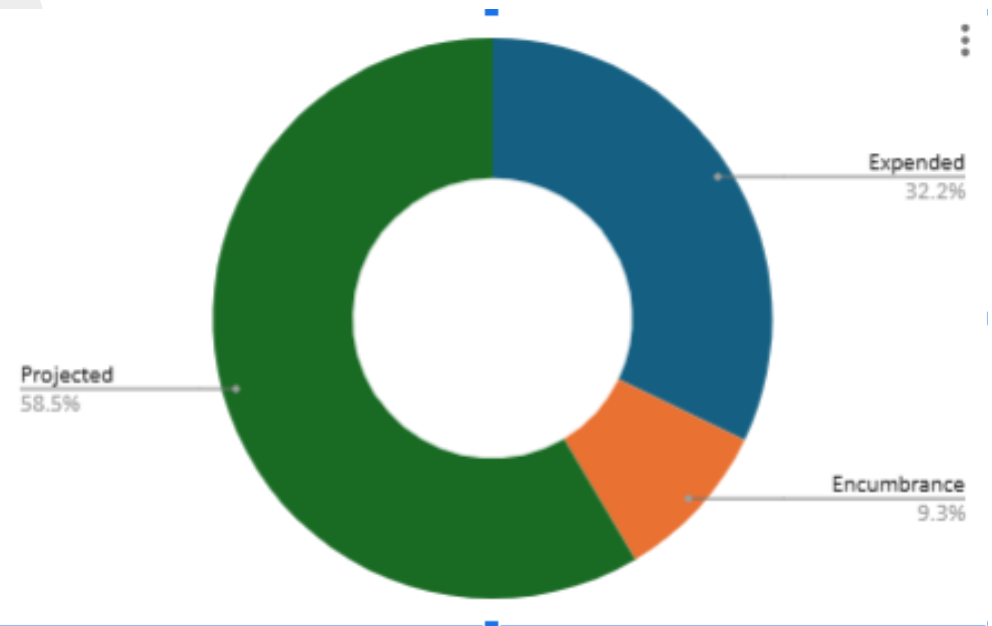
The general fund expenditure report includes spending through November 30th, 2024 and is summarized by object code. This report is generated by running a year to date budget report in MUNIS, the financial system utilized by the town, and it includes expenditures, encumbrances and projected spending.

The “Original Budget” column reflects the amount approved by the School Committee for the FY25 budget.

The “Transfers” column reflects any budget transfers made between accounts as of the period ending date. It can also include carry forward purchase orders.

The “Revised Budget” column reflects the net of the approved School Committee budget and transfers that have occurred in the financial system as of the period ending date.

The “Expended” column reflects the actual expenditures posted in the financial system as of the period ending date.



The “Encumbered” column reflects the actual encumbrances posted in the financial system as of the period ending date.

The “Projected Expenditures” column reflects anticipated expenditures that will post to MUNIS from 12/01/24 through the close of the fiscal year. The methodology includes the assumption that departments and schools will fully expend their FY25 Budget allocations. It also projects out payroll expenditures through the end of the fiscal year. The remaining budget will continue to be updated throughout the fiscal year.

It is important to note that line item balance amount does not necessarily mean that this is a true surplus or deficit. There are budget lines that need to be adjusted based upon how the budget was entered into MUNIS and the account structure revision that occurred during FY24. The Finance, Payroll and HR teams are working collaboratively to reconcile any variances.

The projected surplus is a snapshot in time which will be adjusted with additional financial information throughout the year and the filling of vacant positions.

Vacancies:

There are currently 47 vacant positions from various departments.

Average Salary \$76,228

Average Period Pay: \$2,988

Avg Pay Period Remain :16.5

Vacancy projection consideration:

$\$2,988 \times 47 \times 16.5 = \$2,246,976$



Arlington Public Schools

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OBJ_DESC	Budget	Transfers	Revised Budget	Expended	Encumbr	Projected	Remaining
510101 - PS Administration Sal & Wages	7,606,152	0	7,606,152	3,127,666.24	0.00	5,324,372.97	(845,884.97)
510102 - PS Teacher Salaries	55,928,997	0	55,928,997	15,399,822.89	0.00	39,088,415.31	1,440,759.69
510107 - PS Social Workers Salaries	487,841	0	487,841	122,548.90	0.00	311,743.59	53,548.41
510110 - PS Nurse Salaries	1,420,102	0	1,420,102	388,924.90	0.00	907,350.05	123,829.95
510111 - PS Temp Salaries/Build Princ	121	0	121	0.00	0.00	121.00	-
510112 - PS Temp Salaries Professional	157,188	-4,300	152,888	150,255.49	0.00	2,634.00	-
510113 - PS Academic Teacher Leadership	177,023	-8,000	169,023	30,642.16	0.00	105,807.00	32,574.00
510114 - PS Administrative Stipend	44,167	0	44,167	11,573.66	0.00	32,593.00	-
510115 - PS Teacher Room Moving	14,432	0	14,432	18,895.24	0.00	(4,463.00)	-
510116 - PS Longevity/Teachers	444,173	0	444,173	0.00	0.00	-	444,173.00
510117 - PS Longevity Admin	21,623	0	21,623	0.00	0.00	-	21,623.00
510201 - CS Clerical Salaries	2,372,474	0	2,372,474	1,030,717.75	0.00	1,625,998.69	(284,242.69)
510202 - CS Temporary Clerical Help	20,042	0	20,042	12,065.85	0.00	7,975.00	-
510203 - CS Skills Stipend	0	0	0	634.59	0.00	-	(635.00)
510204 - CS Longevity Clerical	17,674	0	17,674	0.00	0.00	-	17,674.00
510301 - OS Custodial Salaries	2,106,150	0	2,106,150	893,853.14	0.00	985,234.83	227,062.17
510302 - OS Maintenance Salaries	635,847	0	635,847	235,481.01	0.00	310,974.53	89,391.47
510303 - OS Food Service Salaries	0	0	0	84,244.46	0.00	117,372.12	(201,616.12)
510304 - OS Paraprofessional Salaries	7,560,220	0	7,560,220	2,437,028.79	0.00	4,416,376.53	706,815.47
510308 - OS Other Full Time Salaries	2,628,111	0	2,628,111	1,163,499.58	0.00	1,563,906.18	(99,294.18)
510310 - OS Part Time Salary Wages	214,227	0	214,227	71,747.25	0.00	118,643.98	23,836.02
510311 - OS Auto Allowance	0	0	0	1,049.60	0.00	-	(1,050.00)
510312 - OS Call Back	14,095	0	14,095	8,143.83	0.00	5,951.00	-
510313 - OS Clothing Allowance	15,430	0	15,430	16,705.00	0.00	(1,275.00)	-
510314 - OS Cust/Snow/Ice Removal	46,855	0	46,855	0.00	0.00	46,855.00	-
510315 - OS Custodial Absence/Vacation	29,775	0	29,775	22,241.86	0.00	7,533.00	-
510316 - OS Custodial Athletic Events	7,015	0	7,015	6,800.18	0.00	215.00	-
510317 - OS Custodial Clothing Allow	39,022	0	39,022	15,750.00	0.00	23,272.00	-
510319 - OS Substitute Teachers	614,991	0	614,991	200,943.89	0.00	487,001.70	(72,954.70)
510320 - OS Longevity Cust	9,270	0	9,270	200.00	0.00	-	9,070.00
510321 - OS Maint/Wk Out Of Classification	3,590	0	3,590	0.00	0.00	3,590.00	-
510322 - OS Other Stipends	260,820	0	260,820	53,266.23	0.00	194,042.14	13,512.86
510323 - OS Out Of Classification Salary	4,390	0	4,390	9,145.70	0.00	(4,755.00)	-
510324 - OS Overtime Peakload Requirement	49,867	0	49,867	26,268.98	0.00	23,598.00	-



Arlington Public Schools

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OBJ_DESC	Budget	Transfers	Revised Budget	Expended	Encumbr	Projected	Remaining
510325 - OS Permit	13,480	0	13,480	12,975.26	0.00	505.00	-
510326 - OS Sped Summer School(Hardy)	0	0	0	249,237.97	0.00	-	(249,238.00)
510327 - OS Student Activity Support Stip	95,272	0	95,272	36,315.69	0.00	58,956.00	-
510328 - OS Temporary Salary Wages Other	431,734	0	431,734	237,316.54	0.00	226,735.60	(32,317.60)
510330 - OS Workshops Stipends/Green Slip	4,794	0	4,794	2,055.00	0.00	2,739.00	-
510331 - OS Longevity Paraprofessionals	1,400	0	1,400	0.00	0.00	-	1,400.00
520401 - CTR Contracted Services	116,872	-40,000	76,872	904.95	6,348.80	69,618.00	-
520402 - CTR Athletic Services	227,668	0	227,668	38,123.50	107,058.5	90,886.00	(8,400.00)
520403 - CTR Boiler Contracted Services	42,501	0	42,501	24,345.38	11,686.15	6,469.00	-
520404 - CTR Contracted Transportation	466,577	0	466,577	58,157.50	941,059.7	(532,641.00)	-
520405 - CTR Electrical Services	70,628	0	70,628	61,607.55	23,441.07	(14,421.00)	-
520406 - CTR Elevator Maintenance Repairs	49,420	0	49,420	15,317.00	28,683.00	5,420.00	-
520408 - CTR Environmental Services	495	0	495	0.00	0.00	495.00	-
520409 - CTR Extermination Services	1,977	0	1,977	0.00	0.00	1,977.00	-
520411 - CTR Hvac Contracted Services	196,495	0	196,495	79,935.20	92,004.74	24,555.00	-
520412 - CTR Instructional Services	6,633	0	6,633	6,919.75	0.00	(287.00)	-
520413 - CTR Legal Services	216,981	0	216,981	43,239.70	68,760.30	104,981.00	-
520414 - CTR Painting Services	54,856	0	54,856	0.00	0.00	54,856.00	-
520415 - CTR Plumbing Services	20,493	0	20,493	4,884.22	9,115.78	6,493.00	-
520416 - CTR Professional Tech Services	1,009,910	52,140	1,062,050	422,005.09	508,773.8	131,272.00	-
520417 - CTR Roof Repairs	24,710	0	24,710	1,133.68	2,542.32	21,034.00	-
520418 - CTR Security Services	59,304	0	59,304	30,619.99	27,215.71	1,468.00	-
520502 - SM Athletic Supplies	69,117	0	69,117	8,399.62	10,457.51	50,260.00	-
520503 - SM Carpentry Supplies Doors	30,173	0	30,173	16,059.49	20,453.02	(6,340.00)	-
520504 - SM Computer Software	1,120,343	0	1,120,343	806,382.25	145,490.8	168,470.00	-
520505 - SM Computer Supplies	72,585	0	72,585	17,212.84	11,285.24	44,087.00	-
520507 - SM Custodial Supplies Cleaning	358,676	0	358,676	189,533.97	305,964.4	(136,822.00)	-
520508 - SM Educational Supplies	253,181	0	253,181	99,074.60	112,163.8	41,943.00	-
520509 - SM Electrical Supplies	16,829	0	16,829	10,267.55	10,429.76	(3,868.00)	-
520510 - SM Equipment Maintenance	68,540	0	68,540	10,982.56	10,157.54	47,400.00	-
520511 - SM Equipment Rental	44,479	0	44,479	25,016.77	18,291.83	1,170.00	-
520513 - SM Flooring Supplies/Services	11,184	0	11,184	37,143.88	1,085.00	(27,045.00)	-
520514 - SM Food Supplies	46,502	0	46,502	12,150.98	17,323.37	17,028.00	-
520515 - SM Graduation Service Ceremonies	20,188	0	20,188	0.00	8,756.04	11,432.00	-
520516 - SM Grounds Supplies	17,867	0	17,867	36,499.00	3,674.44	(22,306.00)	-
520517 - SM Hvac Supplies	37,460	0	37,460	17,440.00	5,042.29	14,978.00	-
520518 - SM Instructional Materials	786,533	8,000	794,533	231,685.10	135,103.0	427,752.00	-
520520 - SM Medical Surgical Supplies	41,706	0	41,706	16,050.03	16,152.81	9,503.00	-
520522 - SM Misc Supplies	51,201	0	51,201	10,423.34	12,692.47	28,085.00	-



Arlington Public Schools

Education That Empowers

OBJ_DESC	Budget	Transfers	Revised Budget	Expended	Encumbr	Projected	Remaining
520523 - SM Office Supplies	106,092	0	106,092	32,209.72	23,046.34	50,839.00	-
520524 - SM Plumbing Supplies	41,200	0	41,200	20,641.96	14,358.04	6,200.00	-
520525 - SM Repro Paper Toner Supplies	93,407	0	93,407	39,249.55	17,758.14	36,399.00	-
520526 - SM Reproduction/Printing	13,335	0	13,335	2,298.37	4,825.97	6,211.00	-
520527 - SM Testing Materials	30,120	0	30,120	8,209.76	1,074.00	20,836.00	-
520528 - SM Textbooks Books Periodicals	190,437	0	190,437	40,601.45	88,676.43	61,158.00	-
520530 - SM Window Glass Service Supplies	30,749	0	30,749	9,998.00	5,000.00	15,751.00	-
520601 - OE Other Expenses	69,607	0	69,607	20,554.78	854.52	48,198.00	-
520602 - OE Advertising	2,811	0	2,811	0.00	0.00	2,811.00	-
520603 - OE Business Travel	4,199	0	4,199	309.67	1,101.30	2,788.00	-
520604 - OE Capital Equipment/Furniture	1,983	0	1,983	1,639.35	3,367.51	(3,024.00)	-
520605 - OE Computer Equipment Hardware	29,179	0	29,179	8,927.33	2,047.95	18,204.00	-
520606 - OE Computer Network Telecom	16,779	0	16,779	21,488.74	4,250.26	(8,960.00)	-
520607 - OE Court Judgements Settlement	323	0	323	0.00	0.00	323.00	-
520610 - OE Field Trips	28,297	0	28,297	3,323.65	17,684.81	7,289.00	-
520611 - OE Gas & Oil	92,420	0	92,420	0.00	0.00	92,420.00	-
520612 - OE Graduate Course Reimbursement	126,513	0	126,513	22,514.00	20,698.01	83,301.00	-
520615 - OE Instruction Equipment	50,315	0	50,315	8,890.68	22,361.35	19,063.00	-
520616 - OE Instructional Equipment	9,429	0	9,429	0.00	0.00	-	9,429.00
520617 - OE Insurance	40,162	0	40,162	8,825.00	0.00	31,337.00	-
520620 - OE Misc Maintenance Services	7,415	0	7,415	75.00	19,564.36	(12,224.00)	-
520621 - OE Motor Vehicle Repair	56,851	0	56,851	39,000.05	42,849.61	(24,999.00)	-
520623 - OE Natural Gas	575,251	0	575,251	23,212.02	552,037.9	1.00	-
520625 - OE Other Payments	87,028	0	87,028	2,307.00	743.00	83,978.00	-
520626 - OE Pensions	4,315	0	4,315	1,029.30	3,170.70	115.00	-
520627 - OE Postage	299	0	299	11.44	0.00	288.00	-
520628 - OE Power Electricity	1,681,288	0	1,681,288	457,577.47	1,219,762	3,948.00	-
520629 - OE Professional Affiliations	78,592	0	78,592	87,035.05	35,089.55	(43,533.00)	-
520637 - OE Telephone/Pagers	27,079	0	27,079	7,322.42	16,532.73	3,224.00	-
520644 - OE Training Educ Conf & Attendanc	0	0	0	2,226.00	2,125.00	(4,351.00)	-
520645 - OE Tuition Other Schools	3,906,428	0	3,906,428	1,310,098.39	4,007,052	(1,410,723.00)	-
520650 - OE Vehicle Acquisition	8,897	0	8,897	0.00	62,874.00	(53,977.00)	-
Grand Total	96,521,248	7,840	96,529,088	30,589,109.27	8,860,120	55,660,812.22	1,419,065.78



Arlington Public Schools

Education That Empowers

By Department

SUB_DEPT_DESC	DESE_OBJECT	Budget	Transfer	Revised Budget	Expended	Encumbrances	Projected	Remaining
+ 301 - High School Total		15,843,998	-2,300	15,841,698	4,678,414.17	105,631.14	10,993,445.49	64,208.51
+ 302 - Ottoson Total		10,201,408	2,300	10,203,708	2,870,247.62	60,806.44	6,801,427.30	471,230.71
+ 303 - Gibbs Total		5,622,712	0	5,622,712	1,470,548.20	15,529.22	3,706,251.59	430,384.42
+ 310 - Bishop Total		3,661,075	0	3,661,075	1,121,383.11	10,447.84	2,688,008.84	(158,764.84)
+ 311 - Brackett Total		4,353,588	0	4,353,588	1,261,386.07	10,676.29	2,974,689.90	106,838.10
+ 312 - Dallin Total		4,425,973	0	4,425,973	1,233,902.25	13,056.30	2,922,951.73	256,062.27
+ 313 - Hardy Total		4,928,400	0	4,928,400	1,449,485.12	14,888.17	3,342,937.24	121,090.76
+ 314 - Peirce Total		3,791,430	0	3,791,430	1,064,971.31	22,219.20	2,423,053.78	281,185.22
+ 315 - Stratton Total		5,235,544	0	5,235,544	1,423,449.40	24,326.12	3,139,791.09	647,978.92
+ 316 - Thompson Total		5,047,003	0	5,047,003	1,365,380.96	17,906.96	3,340,618.51	323,096.49
+ 318 - Early Childhood Total		1,564,762	0	1,564,762	456,889.49	1,000.00	1,014,974.84	91,899.16
+ 319 - Elementary Systemwide Total		2,430,384	0	2,430,384	1,200,197.74	150.32	2,794,197.49	(1,564,160.49)
+ 321 - Superintendent & Administration		1,819,165	0	1,819,165	246,193.52	81,656.51	298,252.97	1,193,063.03
+ 322 - Curriculum & Instruction Total		3,950,498	0	3,950,498	1,372,802.01	189,571.04	1,402,280.63	985,845.37
+ 323 - Special Education & Student Services		8,723,763	0	8,723,763	3,605,356.98	4,622,363.35	2,399,517.17	(1,903,475.17)
+ 325 - Athletics Total		1,003,276	0	1,003,276	304,054.76	117,150.16	616,986.33	(34,914.33)
+ 329 - School Committee Total		146,589	0	146,589	53,347.84	0.00	106,206.45	(12,965.45)
+ 330 - Finance Total		1,182,184	0	1,182,184	476,752.24	22,427.17	759,112.92	(76,108.92)
+ 332 - Facilities Total		6,808,626	0	6,808,626	2,433,663.56	2,359,351.49	1,437,314.61	578,298.39
+ 333 - Information Technology Total		1,928,789	7,840	1,936,629	1,010,962.80	72,438.41	934,236.77	(81,007.77)
+ 334 - Transportation Total		1,411,692	0	1,411,692	503,268.68	1,066,748.78	(167,354.73)	9,028.73
+ 399 - Systemwide Total		2,440,389	0	2,440,389	986,451.44	31,775.48	1,731,911.32	(309,747.32)
Grand Total		96,521,248	7,840	96,529,088	30,589,109.2	8,860,120.39	55,660,812.22	1,419,065.78



Arlington Public Schools

Education That Empowers

By Budget Category

<i>original BT Category</i>	Budget	Transfers	Revised Budget	Expended	Encumbrance	Projection	Remaining
Administration	2,896,343	-40,000	2,856,343	1,362,530.48	174,839.20	1,513,799.18	(194,825.18)
BUDGET CONTINGENCY	1,251,471	0	1,251,471	0.00	0.00	-	1,251,471.00
Curriculum & Instruction	4,866,409	43,700	4,910,109	1,619,329.29	255,957.12	2,458,706.37	576,116.63
Elementary Education	25,914,830	4,140	25,918,970	8,066,158.75	115,682.54	18,758,119.83	(1,020,984.83)
Other	9,694,970	0	9,694,970	3,725,543.38	2,728,873.48	2,602,885.89	637,670.11
Secondary Education	27,077,251	0	27,077,251	7,911,455.73	299,116.96	18,875,411.38	(8,725.38)
Special Education	24,819,974	0	24,819,974	7,904,091.64	5,285,651.09	11,451,889.57	178,343.43
Grand Total	96,521,248	7,840	96,529,088	30,589,109.27	8,860,120.39	55,660,812.22	1,419,065.78



Revolving Accounts Report

Any negative number in the following report does not always represent a deficit. Numbers or amounts that are negative either represent a cash balance or revenue as a credit amount in the revised budget, actual, encumbrances and projected to completion columns. Only negative numbers reported in the projected balance column would represent a projected deficit.

Fund/DESE Object Code	Budget	Actual	Encumbered	Projected	Remaining
1203 - Athletic Fees Revolving					
4840 - Misc. Revenue	-	11,672	-	-	11,672
5101 - Professional Salaries	-	-	-	-	-
5102 - Clerical Salaries	-	-	-	-	-
5103 - Other Salaries	-	-	-	-	-
5104 - Supplies and Materials	-	-	-	-	-
5105 - Contracted Services	-	-	-	-	-
5106 - Other Expenses	-	-	-	-	-
Total Revenue	-	11,672	-	-	11,672
Total Expenditures	-	-	-	-	-



Arlington Public Schools

Education That Empowers

1210 - Menotomy Preschool					
4840 - Misc. Revenue	263,841	190,314	-	73,527	73,527
5101 - Professional Salaries	263,841	76,394	-	187,447	-
5102 - Clerical Salaries	-	-	-	-	-
5103 - Other Salaries	-	-	-	-	-
5104 - Supplies and Materials	-	-	-	-	-
5105 - Contracted Services	-	-	-	-	-
5106 - Other Expenses	-	-	-	-	-
Total Revenue	263,841	190,314	-	73,527	73,527
Total Expenditures	263,841	76,394	-	187,447	

1212 - Building Rental Fees					
4840 - Misc. Revenue	500,000	61,555	-	438,445	438,445
5101 - Professional Salaries	-	-	-	-	-
5102 - Clerical Salaries	-	-	-	-	-
5103 - Other Salaries	-	-	-	-	-
5104 - Supplies and Materials	-	-	-	-	-
5105 - Contracted Services	-	-	-	-	-
5106 - Other Expenses	500,000	-	-	500,000	-
Total Revenue	500,000	61,555	-	438,445	438,445
Total Expenditures	500,000	-	-	500,000	

1213 - Peirce Field Rental Fees					
4840 - Misc. Revenue	20,000	8,500	-	11,500	11,500
5101 - Professional Salaries	-	-	-	-	-
5102 - Clerical Salaries	-	-	-	-	-
5103 - Other Salaries	-	-	-	-	-
5104 - Supplies and Materials	-	-	-	-	-
5105 - Contracted Services	-	-	-	-	-
5106 - Other Expenses	20,000	-	-	20,000	-
Total Revenue	20,000	8,500	-	11,500	11,500
Total Expenditures	20,000	-	-	20,000	



Arlington Public Schools

Education That Empowers

1216 - Tuition-In Payments					
4840 - Misc. Revenue	-	3,667	-	-	3,667
5101 - Professional Salaries	48,398	-	-	48,398	-
5102 - Clerical Salaries	-	-	-	-	-
5103 - Other Salaries	-	-	-	-	-
5104 - Supplies and Materials	-	-	-	-	-
5105 - Contracted Services	-	-	-	-	-
5106 - Other Expenses	-	-	-	-	-
Total Revenue	-	3,667	-	-	3,667
Total Expenditures	48,398	-	-	48,398	

1222 - Foreign Exchange Tuition Revolving					
4840 - Misc. Revenue	400,000	74,850	-	325,150	325,150
5101 - Professional Salaries	200,000	313	-	199,688	-
5102 - Clerical Salaries	-	-	-	-	-
5103 - Other Salaries	-	-	-	-	-
5104 - Supplies and Materials	200,000	-	-	200,000	-
5105 - Contracted Services	200,000	-	-	200,000	-
5106 - Other Expenses	-	-	-	-	-
Total Revenue	400,000	74,850	-	325,150	325,150
Total Expenditures	600,000	313	-	599,688	

1223 - Bishop Bus Revolving					
4840 - Misc. Revenue	100,000	32,833	-	67,168	67,168
5101 - Professional Salaries	-	-	-	-	-
5102 - Clerical Salaries	-	-	-	-	-
5103 - Other Salaries	100,000	-	-	100,000	-
5104 - Supplies and Materials	-	-	-	-	-
5105 - Contracted Services	-	-	-	-	-
5106 - Other Expenses	-	-	-	-	-
Total Revenue	100,000	32,833	-	67,168	67,168
Total Expenditures	100,000	-	-	100,000	



Arlington Public Schools

Education That Empowers

1314 - AEA and Other Revolving					
4840 - Misc. Revenue	20,220	-	-	20,220	20,220
5101 - Professional Salaries	20,220	8,916	-	11,304	-
5102 - Clerical Salaries	-	-	-	-	-
5103 - Other Salaries	-	-	-	-	-
5104 - Supplies and Materials	-	-	-	-	-
5105 - Contracted Services	-	-	-	-	-
5106 - Other Expenses	-	-	-	-	-
Total Revenue	20,220	-	-	20,220	20,220
Total Expenditures	20,220	8,916	-	11,304	

Grant Accounts Report

The grant account report includes a year-to-date tracking of revenue and expenditure totals for each of our FY25 grant accounts. This report includes federal, state and private grants.





Arlington Public Schools

Education That Empowers

Grant Award Year	Grant Name	Awarded/Expected Revenue Amount	Expenses	Encumbrances	ORG
FY24	Title I	149,689	141,063.54	8,625.46	10012024
FY24	Title II	69,697	61,503.20	-	10022024
FY24	Title III	54,057	7,188.89	-	10072024
FY24	Title IV	11,574	9,464.41	25	10082024
FY24	Special Ed 262 (Pre-K)	46,544	46,544	-	10092024
FY24	Special Ed 240 (Pre-K-12)	1,815,361	1,815,361	-	10102024
FY25	Title I	160,527	20,731.48	-	10012025
FY25	Title II	71,286	-	-	10022025
FY25	Title III	50,178	-	-	10072025
FY25	Title IV	10,854	-	-	10082025
FY23	SAMHSA (Mental Health)	124,774	116,673.25	532.40	10222023
FY24	SAMHSA (Mental Health)	124,954	83,800.64	-	10222024
FY25	SAMHSA (Mental Health)	124,997	-	-	10222025
FY25	CSHS (Nursing)	104,691.50	7,601.79	1,955	11012025
FY25	AEF Inclusive Play	18,000	4,500	13,500	13032501
FY25	METCO	591,228	177,784.66	81,400	11082025
FY25	METCO PAC (July-Dec)	50,000	29,200	20,800	11162024
FY25	Genocide Education	39,500	15,000	24,500	11192025
FY25	Special Ed 262 (Pre-K)	47,040	4,086.14	-	10092025
FY25	Special Ed 240 (Pre-K-12)	1,791,355	312,644.60	16,300	10102025
FY25	CLEE (Leadership Equity)	37,337.40	11,052.12	389.07	13172025
FY25	Newcomer, Homeless Students	40,000	-	-	10322025
FY25	McKinney-Vento	20,000	-	-	10332025
FY25	Hate Crimes Prevention	50,000	-	-	11212025
FY23	AHS Tides Foundation	4,500	722.06	-	13162023
FY24	AEF Microbits	4,000	1,500	2,000	13032409
FY24	AEF Pondercast	4,000	3,256.56	-	13032407
FY24	AEF Engineering Makerspace	2,500	1,967.19	-	13032406
FY24	AEF Multicultural Concert Series	4,000	750	-	13032404
FY24	AEF Strategic Plan	42,000	41,385	-	13032401



Arlington Public Schools

Education That Empowers

Grant Award Year	Grant Name	Awarded/Expected Revenue Amount	Expenses	Encumbrances	ORG
FY24	AEF Strategic Plan	42,000	41,383	-	13032401
FY23	AEF Hydroponic	3,000	1,322.49	-	13032314
FY23	AEF Sensory Garden	4,000	-	-	13032313
FY23	C4 College Career Program	4,000	1,033.02	694	13032311
FY25	Safe & Supportive Schools Continuation	10,000	-	-	11002025
FY25	Special Olympics	2,000	-	-	13182025
FY25	AEF - Hardware for a Music Production Studio	4,000	-	-	TBD
FY25	AEF - Visiting Artist Series	2,800	-	-	TBD
FY25	AEF - Inspiring Belonging and Resilience	3,200	-	-	TBD
FY25	AEF - Kindergarten Fine Motor Tools	2,420.07	-	-	TBD
FY25	AEF - Blending Universal Design and Rigor in Learning	4,000	-	-	TBD
FY25	AEF - Arlington 250 Youth Banners Project	4,000	-	-	TBD
FY25	AEF - APS Interdisciplinary Robotics K-5 Professional Learning Session	4,000	-	-	TBD
FY25	AEF - Interdisciplinary Problem Solving with Lego Spike Prime	19,771.75	-	-	TBD



Town of Arlington, Massachusetts

8:15 p.m. FY26 Budget Request Report (E. Homan)

Summary:

- FY26 Budget Request Report

ATTACHMENTS:

	Type	File Name	Description
▢	Budget Document	FY26_Budget_Request_Report_(1).pdf	FY26 Budget Request Report (1)



Arlington Public Schools

Education That Empowers

TO: Arlington School Committee
FROM: Dr. Elizabeth Homan, Superintendent
RE: Budget Request Report
DATE: 12/17/24

Background:

The following report shares all budget requests from the APS Administration and Arlington Education Association, along with reports that show the total resources requested across schools, broken out by several factors, including types of requests, locations, priority areas in our strategic plan, and requesting departments. The full FY26 Budget Calendar [can be found here](#) and on our website. Over the past several weeks, APS leaders have taken part in budget collaborative meetings, which require managers of budgetary areas to present their budget requests to the Superintendent's Cabinet Team, and provides a valuable opportunity for us to assess the needs of the school system. As we plan for FY26, we are pleased to report that this year's requests are at once reasonable, extensive, and aligned with our strategic priorities.. As the Committee knows, we cannot possibly fund all of the resources, regardless of whether or not we agree with the proposal. This year presents unique challenges, because our leaders were judicious and purposeful in their requests, included data to support their requests, and developed compelling arguments for the resources required to deliver on our goals.

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Available Resources:

Thanks to the Arlington Community's support of our schools, the district is able to support our strategic goal of improving compensation and contributing to our strategic initiatives. The



Arlington Public Schools

Education That Empowers

following is a breakdown of estimated available funds that APS can put towards this year's budget requests:

FY26 Budget	\$103,630,672.00
Less: FY25 Budget	\$96,521,248.00
FY26 Budget Increase	\$7,109,424.00
Less: Contractual Obligations & COLA Increases	\$3,500,000.00
Less: OOD Tuition & Transportation	\$550,000.00
Less: Anticipated Utility Increases	\$246,377.00
Less: Department Budget Adjustments @ 2%	\$425,000.00
Proposed Budget Efficiencies	\$ TBD
Remaining for FY26 Proposed Additions	\$2,388,047.00

Calculating Salaries:

Salaries are budgeted this year based on the current (December 2024) average salary for that bargaining unit. Unit A is broken into two categories: one (AEA-A) that is based on the average for most Unit A employees, and another (AEA-A+) that is for roles that require additional licensure or education and are typically hired in a higher lane and step due to this required experience. The base salaries used for this calculation are listed below:

UNIT	Budgeted Base Salary @1.0
AEA-A	\$85,000.00
AEA-A+	\$98,500.00
AAA	\$120,000.00
AEA-D TA	\$35,000.00
AEA-D SSP	\$36,000.00
Transportation	\$65,000.00
NC	\$80,000.00
AEA-C	\$60,000.00



Arlington Public Schools

Education That Empowers

Proposal List:

Following is the list of requests received by educators and administrators during the FY26 budget proposal season.

#	Requesting School or Dept	LOC	TITLE	TYPE	Strategic Initiatives	FTE	Rationale or Justification:	COST
1	Performing Arts	AHS	AHS Marching Band	Other Expense	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 4.1: Before and After Care, Initiative 4.3: Communication and Partnership		Arlington Schools currently does not have a marching band. The marching band provides a unique experience for students to build teamwork concepts, foster a sense of belonging and engage with the community. The marching band will increase school spirit and provide a holistic, true authentic experience for our football team and community.	\$11,000.00
2	Social Studies	AHS	Social Studies Teachers	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS		This position would help cover primarily the 9th grade increase in enrollment.	\$127,500.00
3	Science	AHS	Science Teacher	Addition of Staff	Initiative 1.1: Instructional Vision		the science department consistently has 110-115% enrollment, which some students limited in the number of electives taken because of limited sections. If enrollment projections are correct and the departmental enrollment continues at 110-115% more staffing will be needed. The addition of 2.0 FTE will allow for more	\$170,000.00



Arlington Public Schools

Education That Empowers

							students to take desired courses, for reasonable class sizes and overall student caseloads for teachers to be more manageable.	
4	Performing Arts	AHS	Performing Arts Teacher	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 2.1: Pathway Programs, Initiative 3.1: Inclusive and Modern Schools, Initiative 4.3: Communication and Partnership	0.2	Multimedia Production Teacher: This will be an additional elective for students who are interested in multimedia productions. Students will create multimedia content in this hands-on, project-based production class. They will gather and analyze information and events, determine the message, and turn it into video-based communications.	\$17,000.00
5	Athletics	AHS	Athletics Asst Coaches	Other Expense	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support		<p>We are one of the only teams in the Middlesex League to not have assistant varsity coaches in basketball and soccer. We are also the second biggest school of the twelve in the league.</p> <p>By adding another coach in wrestling that would align us with other sports we offer like cross country and indoor/outdoor track with having three coaches and similar numbers.</p> <p>The assistant varsity coach position will help support the varsity head coach. Basketball, Soccer and Golf are currently the only sports that don't have varsity assistant coaches. These coaches would help with safety, supervision, and sports specific instruction. Wrestling number are up to 74 students this year. Having that many student in wrestling is a safety concern and by adding another coach to help will ease a lot of stress for the head coach. We also have a number of girls on the wrestling team this year and eventually might need to form two separate teams.</p>	\$18,576.00



Arlington Public Schools

Education That Empowers

6	ELA	AHS	ELA Teachers	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support		The High School English Department is requesting an increase of 2.0 FTE (Full-Time Equivalent) teaching positions for the upcoming year due to several pressing needs. This year, at the high school, we saw an enrollment increase of 68 students, and we are projected to add 83 more students next year. As a result, our current class sizes are averaging 22-24 students, and teachers are carrying caseloads of approximately 100 students each.	\$170,000.00
7	World Languages	AHS	World Language Teacher	Addition of Staff	Initiative 1.1: Instructional Vision	0.2	Additional section of Mandarin at AHS. Currently 1.2 FTE >1.4 FTE. We will have 2 sections of levels 2, 3, & 4 next year, 1 section of level 5	\$17,000.00
8	AHS	AHS	ELA, Math, Social Studies, Science Teachers	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	7.5	Classroom teachers to cover enrollment growth across all departments. See Staffing Table - Based on MC projections the high school will have grown by 140 students over SY25 and SY26. We did not add any classroom staff during this period. In order to cover this increase in enrollment, we need ~7-8 new sections in each of the larger academic departments.	\$637,500.00
9	AHS	AHS	AHS Administrator	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs, Initiative 2.2: Reimagined Professional Development	1.0	See Staffing Table - Based on MC projections the high school will have grown by 140 students over SY25 and SY26. The high school plan targets the caseload of House Deans for 500 students. The building was designed for 4 houses when it completed with a targeted population of 1750. Our Deans are now at 560 and will reach near 600 in SY26. That number is scheduled to grow going forward. Since the pandemic we have an increase in the number of students with significant mental health challenges that require more of the Deans time.	\$120,000.00



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10	AHS	AHS	Counselors	Additio n of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs	1.0	See Staffing Table - Based on MC projections the high school will have grown by 140 students over SY25 and SY26. The high school plan targets the caseload of School Counselors for 250 students. This is based on the recommendations of the NASC. The building was designed for 8 counselors when it completed with a targeted population of 1750. Our Counselors are now at 240 and will reach 250 in SY26.	\$85,000.00
11	World Languages	AHS	World Language Teachers	Additio n of Staff	Initiative 1.1: Instructional Vision	1.2	For levels 2 & 5 @ AHS: There will be ~330 students in in Level 2 Spanish compared to 228 this year; we anticipate an increase in Level 5/AP Spanish as we nearly needed a 5th section this year and there are currently 173 juniors enrolled in Spanish 4	\$102,000.00
12	AHS	AHS	Special Education Teachers	Additio n of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs	2.2	<p>Special Education Teachers for enrollment growth, Summit Program, Co-Teaching (CT), Language-Based ELA support</p> <p>Summit Program, Night School, Co-Teaching (CT), Language-Based ELA Instruction and Support</p> <p>Rationale for Additional Staffing Investing in two additional special education staff members (1.0 FTE for co-teaching, 0.6 FTE for language-based ELA, and 0.4 FTE for Summit Program) will:</p> <p>Ensure Compliance: Maintain co-taught classroom ratios below the 50% cap. Expand Targeted Interventions: Provide specialized language-based instruction, reducing the need for outplacement. Enhance Program Fidelity: Reinforce Summit's focus on small-group, specialized instruction, improving outcomes for students with behavioral and social-emotional needs.</p>	\$187,000.00



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13	AHS	AHS	Special Education Teachers	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	0.6	This is for three sections of remote teaching. This overlaps with 0.2 FTE of the Special Education request. This summer, we drafted a proposal to create evening remote courses on a trimesterised basis. We have had difficulty staffing this option. We would like to set aside 0.6 FTE to support sections of Math/Science, ELA/History, and Academic Support	\$51,000.00
14	AHS	AHS	Library Paraprofessional	Addition of Staff	Initiative 1.2: Student Belonging and Adult Support, Initiative 2.2: Reimagined Professional Development, Initiative 3.1: Inclusive and Modern Schools	1.0	Library is requesting an additional TA to supervise the large space and free up the librarian for digital learning support. The library is much larger and has a very high level of use and programming. The librarian is a major resource for teacher professional development, curriculum development, and teacher support. This would free up her time from the lower level of supervising and tending the large library.	\$36,000.00
15	Mathematics	AHS	Mathematics Teacher	Addition of Staff	Initiative 1.1: Instructional Vision		The high school Math and Computer Science Department sees 110% enrollment. With a projection of an additional 66 students next year, 110% enrollment for those 66 students would mean an additional 72.6 seats in the department. Maintaining our average of 21-22 students per section, we will need to add 3-4 sections to the department.	\$85,000.00
16	AHS	AHS	Business and Lifeskills Paraprofessional	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 3.1: Inclusive and Modern Schools	1.0	SSP position to work within the Ponder Cafe with students. The Small Business/Lifeskills program was designed to operate with paraprofessional support in both the Cafe and Smartlab. When the program was opened in mid-SY23, we were able to make due with 1 paraprofessional. That person is now occupied full time in the thriving Smartlab.	\$35,000.00
17	AHS	AHS	Civics Project Stipend	Other Expense	Initiative 1.1: Instructional Vision		The new law requires each high school to provide a civics project accessible to every students. We have planned to use our existing MOOC program to support students learning about and implementing a civics project in accord with the state standard. We	\$10,000.00



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							anticipate that this could add 100-200 students to the MOOC program and will require project stipends to support the supervising teachers.	
18	AHS	AHS	Maintenance of Technology	Other Expense	Initiative 3.3: Enhanced Facilities Stewardship		<p>Addressing Maintenance Gaps:</p> <p>There is a gap between building-level digital learning support (e.g., instructional use) and IT-level support (e.g., network and Wi-Fi). To address this gap, allocate \$10,000 for 80 hours of CCS services to support ViewBoards and AV equipment maintenance. This will provide targeted assistance to bridge service and maintenance needs.</p>	\$10,000.00
19	AEA	AHS	Special Ed Teachers at AHS	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		Exact assignment will depend on needs of students next year, but expanding cotaught classes will be needed to meet the AEA 50% contractual requirements, and the school would like to put more support into alternative programs.	\$170,000.00
20	AEA	AHS	Additional AHS counselor	Addition of Staff	Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		<p>Workload has increased, including:</p> <ul style="list-style-type: none"> -504s now have to be managed through EdPlan, which is much more labor intensive than previous methods -new ICHP parent communication requirement about 504 eligibility -increase in IEP and 504 referrals -caseloads are nearing the contractual goal of 250/counselor -student schedule process is inefficient. This year there were 917 counselor visits at the start of the year to fix schedules. This does not include email inquiries about schedules, only in person visits. 	\$85,000.00



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							Counselors would like to spend more time meeting with and counseling students but feel they spent most of their day doing paperwork.	
21	Bishop School	BIS	School Social Worker	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 3.1: Inclusive and Modern Schools	1.0	Additional social worker to meet student needs. Student needs are growing, particularly in the area of mental health and emotional regulation, and our 1 social worker cannot handle the tier 1, 2, and 3 needs of the entire building of 378 students. In order to keep all of our neighborhood students at Bishop, we need the proper support to assist children and provide proactive SEL skill development.	\$98,500.00
22	Bishop School	BIS	Maintenance of Technology	Other Expense	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 3.1: Inclusive and Modern Schools		The Bishop school classrooms have not been renovated with technology that is current in other schools that are new or have been recently renovated. Having audio systems where a teacher can use a microphone to teach the class is a Universal Design for Learning (UDL), allows students with disabilities and quite frankly all students hear the instruction clearly no matter where they are in the room. This is a standard feature in most classrooms in the District and as an old building we need to make these improvements.	\$40,000.00
23	AEA	BIS	additional special educator at Bishop	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	1.0	One additional special educator at each elementary school will help those teachers work with a small number of students in fewer classrooms so they can provide more intensive intervention support, modification, and accommodation.	\$85,000.00



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24	AEA	BIS	Bishop Social Worker	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		The Bishop social worker is overloaded, and the school is understaffed compared to other elementary schools: Bishop: 1 Brackett: 2 Dallin: 2 Hardy: 2 Peirce: 1 Stratton: 2 Thompson: 2	\$98,500.00
25	Brackett School	BRA	Elementary Librarian	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	0.5	Expanding the 0.5 librarian to a 1.0 position. This allows for full time implementation of the library and digital literacy curriculum.	\$49,250.00
26	AEA	BRA	special ed teacher at Brackett	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	1.0	Increased in-district services will further reduce out of district costs and money paid for contracts and compensatory services. While not a new revenue stream, it will offset some of the added salaries.	\$85,000.00
27	Dallin School	DAL	SLP-A	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS	1.0	Support SLP caseload and provide inclusion support for students with language disorders. Current Caseload Size: 40 IEP Students 10 RTI Students (4 kindergarten, 2 first grade, 1 second grade, 3 fourth grade) SLC students seen 1:1 multiple times per week (4 students)	\$36,000.00



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28	Dallin School	DAL	Special Education Paraprofessional	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS	1.0	Additional paraprofessional to support special education inclusion Service minutes will continue to move to inclusion to support all students having access to Tier 1 ELA and Math instruction.	\$35,000.00
29	Dallin School	DAL	General Education Paraprofessionals	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS	1.3	Ensure full-time TAs/SSPs	\$43,750.00
30	Dallin School	DAL	Special Education Teacher	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS	1.0	Our vision for MTSS involves supporting all students in the Tier 1 classroom space. This will require additional special educators ensure high quality and specialized instruction for our students with disabilities.	\$85,000.00
31	AEA	DAL	special ed teacher Dallin	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		Increased in-district services will further reduce out of district costs and money paid for contracts and compensatory services. While not a new revenue stream, it will offset some of the added salaries.	\$85,000.00
32	AEA	DAL	SLC teacher Dallin	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership			\$85,000.00



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33	Information Technology	DIST	Operationalize Network Monitoring Upgrade	Other Expense	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS, Initiative 3.1: Inclusive and Modern Schools, Initiative 3.3: Enhanced Facilities Stewardship	Currently IT is managing the APS network (wired and wifi) with Omni Vista on premise. It is upgrading to the cloud service in FY25 with support from capital funding. IT will have real time dashboards and notifications that require no maintenance, patches or on site upgrades. No more purchasing and maintaining servers. In addition, we will no longer need to write custom reports, dashboards or templates as this is an out of the box solution. This request is to operationalize the ongoing maintenance and support for this service.	\$23,400.00
34	Information Technology	DIST	APS Cloud Backup	Other Expense	Initiative 3.1: Inclusive and Modern Schools, Initiative 3.3: Enhanced Facilities Stewardship	At present, all APS backup of data (18 servers) and email (barracuda) is stored locally. To ensure disaster recovery and business continuity, IT will need to migrate all backups to the cloud by expanding our Datto platform across the district. Initial implementation includes 5K for the network appliance. Ongoing cost would be \$15,500/annually after FY26.	\$15,000.00
35	Special Education	DIST	AT Specialist	Addition of Staff	Initiative 1.3: Implementing MTSS	0.4 This is the Assistive Technology Specialist. This is a district-wide position. This is a .4FTE increase to her current .6FTE position. Each year for the last two years we have had to green sheet her to cover OT & AAC leaves and/or provide comp services. This would just be making the add permanent (and predictable)	\$39,400.00
36	Special Education	DIST	PT FTE increase	Addition of Staff	Initiative 1.3: Implementing MTSS	0.2 This position is district-wide. We had previously had a 1.0 PT-A that resigned last year. We converted the position to a .4FTE for this school year at the same cost. this is a .2FTE increase from .4FTE to .6FTE for a District-wide position that occurred this year under the CCEIS/240 set aside that will need to move to operating budget for FY26 as we are not designated for next school year. May be carryover funds next year that could still cover it.	\$19,700.00



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37	PE, Health and Wellness	DIST	Projectors in 5 Elementary Gymnasiums	Supplies and Materials	Initiative 1.1: Instructional Vision, Initiative 3.1: Inclusive and Modern Schools		Gymnasiums are classrooms and projection can assist in the learning environment for students. We have 5 elementary gymnasiums without them. Someone is coming out on Tuesday, 12/10 to provide a quote. Even if we can purchase just 1-2 next in FY26 and look to ask again in FY27 for 1-2 more.	\$25,000.00
38	Science	DIST	Operational Budget Increase	Supplies and Materials	Initiative 1.1: Instructional Vision		The high school science classes have a 110-115% enrollment each year. A lot more students are taking AP courses which require specific labs to be completed and the consumables for those labs (especially chem/bio/APES) are numerable, and lab consumables in general are costly. For example, we spend approximately \$4000 on fetal pigs (which doesn't include gloves, scalpels, dissecting mats etc) each year so that all 10th grade students can do a dissection in biology. That is 32% of my AHS budget (9% of my overall secondary budget) for 1 lab for 1 class. The science teachers are also asking students to engage in more real world problems where they are collecting real time data with specialized digital equipment which we need to purchase more of (Vernier digital probes-the cost of which can be between \$100-\$500 per probe)	\$78,196.20
39	Communications and Family Engagement	DIST	Increase Sustainability Coordinator Hours	Addition of Staff	Initiative 4.2: Welcome Center and Registration, Initiative 4.3: Communication and Partnership	0.2	Additional 6 hours / week to raise role to .85 FTE to address additional Communications & Family Engagement Projects 6 hrs/week: Nature's Classroom, MVP 2.0 grant project, sustainability-related projects with Japan exchange program, Family University, Welcome Center - supporting needs of families (clothing, school supplies, swap shed resources, etc)	\$16,000.00
40	Communications and	DIST	Engagement Specialist	Addition of Staff	Initiative 4.2: Welcome Center and Registration, Initiative 4.3:		Additional Engagement and Registration Specialist: This role would serve as a district family liaison supporting schools and our most	\$80,000.00



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	Family Engagement				Communication and Partnership		underserved families in the community - this number of families have increased (MKV, Low Income, Newcomers etc.)	
41	Communications and Family Engagement	DIST	Two Way Communication Application	Supplies and Materials	Initiative 4.3: Communication and Partnership		Two-way chat and family engagement / communication application	\$30,000.00
42	Diversity, Equity, and Inclusion	DIST	DEIBJ specialist	Addition of Staff	Initiative 1.2: Student Belonging and Adult Support	1.0	Over the past decade, Arlington Public Schools has seen a notable rise in student diversity. For example, the percentage of students identifying as Black, Hispanic, Asian, or multiracial has increased, creating a need for culturally responsive practices.	\$85,000.00
43	Diversity, Equity, and Inclusion	DIST	IDEAS Workshop	Other Expense	Initiative 1.2: Student Belonging and Adult Support, Initiative 2.2: Reimagined Professional Development		Based on the Panorama survey, the district is at 57% for cultural awareness and action; allowing educators to take the IDEA course will give them strategies to implement in their classrooms.	\$17,000.00
44	Diversity, Equity, and Inclusion	DIST	Understanding Our Differences	Other Expense	Initiative 1.2: Student Belonging and Adult Support		The Panorama data shows a declining trend in favorable perceptions of cultural awareness and action within the schools, dropping from 61% in Fall 2021 and Fall 2022 to 57% in Fall 2024. This downward trajectory signals a need for enhanced resources and initiatives to equip staff and educators better to address race, ethnicity, and culture issues.	\$5,000.00
45	Diversity, Equity, and Inclusion	DIST	Panorama	Other Expense	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 2.2: Reimagined Professional Development,		The Panorama software equips schools with tools to collect, analyze, and act on data, enabling more effective identification and resolution of gaps. For instance, it supports cultural competency growth by tracking staff perceptions and student outcomes, facilitating targeted interventions to address and reverse declining trends. Additionally, Panorama generates actionable insights,	\$34,000.00



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					Initiative 4.3: Communication and Partnership		allowing schools to develop customized, data-driven action plans tailored to the specific needs of both staff and students.	
46	Digital Learning and Libraries	DIST	3.0 FTE Positions for K-8 Library Program	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support	2.0	Specifically, we hope to provide access to more purposeful usage of technology and library media services for all our students. The DLL team believes that this technology and budget plan positions us on the road to achieving this vision, and we seek the superintendent, principals, instructional leaders, and budget team's support in realizing this vision.	\$197,000.00
47	Visual Arts	DIST	iPads for K-12 Digital Art Program	Supplies and Materials	Initiative 1.1: Instructional Vision, Initiative 3.1: Inclusive and Modern Schools		Digital art is a hugely popular and ever growing art form. We have begun to introduce digital art at Ottoson. We would like to continue this expansion down to Gibbs and the elementary schools. This increase in the Computer Equipment budget line would allow us to purchase enough iPads, Apple Pencils and a variety of digital art apps for Gibbs to have a full compliment. If this budget line continued at this amount for an additional three more years (thought FY29), we would have enough for every school in the district to participate.	\$17,000.00
48	SEL and Counseling	DIST	Cartwheel Care Contract	Other Expense	Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		<p>Last year, our first year contracting with Cartwheel Care we utilized all of our 100 allotted referrals. Clinical data (PHQ8 screener for depressive symptoms and GAD7 screener for anxiety symptoms) collected by Cartwheel indicated an overall decrease in prevalence of symptoms after engaging in therapy with Cartwheel. And 72% of families who responded to a care satisfaction survey strongly agreed or agreed to care being helpful to meet with their therapist with 76% strongly agreeing or agreeing to enjoying meeting with their therapist.</p> <p>This year, in collaboration with the AEA, we added a Staff Therapy service which is available to all Arlington staff on a confidential</p>	\$60,000.00



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							basis. This portion includes unlimited referrals and to date in SY24-25, 7 staff have utilized the service.	
49	Transportation	DIST	School bus operator	Addition of Staff	Initiative 4.1: Before and After Care	1.0	To address an emerging need: Additional bus at East Arlington or neighborhood school to Gibbs, or preschool; reduce or eliminate the need and cost of vendors	\$65,000.00
50	Visual Arts	DIST	Increase to K-8 Visual Arts Budget	Supplies and Materials	Initiative 1.1: Instructional Vision, Initiative 3.1: Inclusive and Modern Schools		Per pupil spending has dropped from a high of \$10.19 in FY24 to \$7.49 in FY25. When inflation is factored in that \$7.49 buys significantly less than it did a few years ago, and much less than it did before Covid (when our budget was also quite a bit higher). If FY23 per pupil spending level was restored—\$9.71 per student—this would go a long way towards restoring our pre-Covid purchasing power. This could be achieved with around a \$9,600 budget increase for our K-8 visual arts programs.	\$9,600.00
51	Human Resources	DIST	Recruitment /Onboarding Specialist	Addition of Staff	Initiative 2.1: Pathway Programs, Initiative 2.2: Reimagined Professional Development, Initiative 2.3: Compensation, Initiative 1.2: Student Belonging and Adult Support	1.0	This position will support the overall functions of the HR Department by providing more focused support in recruitment and onboarding. The onboarding functions could also focus on support for continued training and PD for paraprofessionals, administrative assistants and other positions. These were areas of focus last year for the grant funded Leadership Development and Onboarding Program Designer.	\$80,000.00



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52	AEA	DIST	5 Unit C Special Ed Support (1 position per coordinator)	Addition of Staff	Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	5.0	<p>Our special education staff spend much of their day doing work that does not take advantage of their incredible skills for helping students. They are overrun by compliance work that is mostly clicking buttons in ed plan or sending notification emails. If we had some Unit C positions to help the coordinators, this could shift to them and the licensed teachers and service providers would have more time to create supports for students, modify work for their learning styles, run interventions, and just generally help the students more.</p> <p>I look at how the central office has expanded over the past few years, because too few people were doing too many things, and but splitting off some of the tasks to different roles, we have been able to focus on more things and just generally run the district better. We're asking you to apply that same rationale to our special ed staff- spin off some of the work so they can do their jobs better.</p>	\$300,000.00
53	AEA	DIST	SLC Program Lead Stipends	Other Expense	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 2.2: Reimagined Professional Development, Initiative 2.3: Compensation, Initiative 4.3: Communication and Partnership		<p>This meets a lot of needs. Administrators, other staff, and parents often want a 'point person' in special ed programs for communication purposes. There's a lot of extra tasks that come with working in a program, particularly training and scheduling paraprofessionals, creating schedules for students, covering absences and lunches, running the resource room, scheduling MCAS accommodations, writing and implementing a small group curriculum, etc. We should provide some compensation for that work.</p>	\$27,500.00
54	AEA	DIST	Paraprofessional Mentor Stipends	Other Expense	Initiative 2.1: Pathway Programs, Initiative 2.2: Reimagined Professional Development, Initiative 2.3: Compensation		<p>Every year we hire paras who don't make it through Thanksgiving. Untrained support staff is a common complaint among teachers and is referenced in panorama survey responses.</p>	\$5,500.00



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55	AEA	DIST	chromebooks for paraprofessionals	Supplies and Materials	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs, Initiative 2.2: Reimagined Professional Development, Initiative 2.3: Compensation, Initiative 3.1: Inclusive and Modern Schools		<p>With so much work on computers these days, paras really need devices to be able to support students.</p> <p>They also need them just to be a part of the school community. So much day to day minutia is conducted via email. We need to make sure everyone is able to get those communications.</p>	\$30,000.00
56	AEA	DIST	One additional gen ed TA per building	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs	10.0	I'm sorry, I could not fill this form out ten different times again. More gen ed TAs, prioritizing grades 1-2, then upper elementary, then middle/high if we can swing it. Goal is to eventually get every grade 1 classroom a TA and every upper grade a shared TA in the elementary schools.	\$350,000.00
57	AEA	DIST	BCBA	Addition of Staff	Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs, Initiative 2.2: Reimagined Professional Development, Initiative 4.3: Communication and Partnership	1.0	<p>caseloads currently: Cheryl Goff BCBA 37 MPS/BISHOP/PEIRCE Johanna Dymek BCBA 43 DALLIN/BACKET/THOMPSON Emily Sullivan BCBA 48 STRATTON Bridgett Ficher BCBA 34 HARDY/GIBBS Larry Lockwood BCBA 64 OMS/AHS (he says it's actually 82)</p> <p>Having multiple buildings means complex calendars, missing meetings about kids, frustration from staff and admin that the BCBA isn't more available.</p>	\$98,500.00



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							These caseloads don't include new referrals. Cheryl Goff had 10 pending, Johanna Dymek had 3-4 she was monitoring the SST process.	
58	AEA	DIST	Reading Training	Other Expense	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.2: Reimagined Professional Development		The number is very rough. My research shows about \$3500 to get Wilson reading certified and \$5000 for OG reading certification. The district may be able to get cheaper rates than that, I'm not sure. We have an increasing number of students who want/need these specialized reading programs. Right now, because of the limited number of teachers, the kids have to be groups in inopportune pairings/groupings in order for everyone to get what they need. We could hire more teachers, but it seems cheaper to train more people that we already have to provide these specialized reading services.	\$90,000.00
59	AEA	DIST	Summer PD work	Other Expense	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs, Initiative 2.2: Reimagined Professional Development, Initiative 2.3: Compensation		There's an unofficial directive banning grade level or department wide PD days during the school year to address the perceived absence issue and sub shortage. That means a lot of critical work is not getting done, which only leaves summer. Days in the summer must be paid. This will pay for everyone to get one summer day. Some won't use them, some will need more.	\$200,000.00
60	AEA	DIST	chargers	Supplies and Materials	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support		That's about 1 per every 5 students in grades 3-12, based on the 23-24 school year numbers. For reference, I started the year with 7 chargers and they have all vanished. With shared classrooms, it's impossible to keep track of stuff, and students accidentally walk away with them, take them home, or just lose them in backpacks.	\$150,000.00



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61	AEA	DIST	Color Printers	Supplies and Materials	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		It would be really helpful to have some expanded access to color printing. This is both for printing curriculum materials (it's hard to accurately interpret charts and maps printed in black and white), printing supplemental materials for special education students, printing EL materials in color, and creating school-wide flyers and posters to build the sense of belonging.	\$25,000.00
62	AEA	DIST	Poster Machines	Supplies and Materials	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		One per elementary school about a minimum of 2500 each. Some schools have them and want more, some don't have them and want one. Teachers are spending a ton of time blowing up EL resource by hand because they don't have large scale printing capabilities.	\$17,500.00
63	Gibbs School	GIBBS	Math Interventionist	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	1.0	Although Math is an area of strength for our district and our school, there are some challenging issues with how we are providing Math Tier I, II, and III support for our staff. I am requesting for an additional Math Interventionist to assist in restructuring how we organize for intervention at Gibbs School. This person in collaboration with all current Math teachers, the Math Director and Gibbs Admins would support students who are struggling in Math and those who are excelling and in need of enrichment.	\$98,500.00
64	Gibbs School	GIBBS	Special Education	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	1.0	Gibbs is in need of adding another 1.0 Special Education Teacher to our Special Education Team. With the addition of two (2) Supported Learning Centers for a total of three (3) in 2024/2025 we had to re-allocate our special education teachers and leave one Learning Community without a special education teacher. That change caused the numbers to be very high in our classes with the special	\$85,000.00



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							ed vs general ed ratio. It also made differentiation for each student even more challenging.	
65	Gibbs School	GIBBS	.5 Special Education Transition Coordinator	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.2: Reimagined Professional Development, Initiative 4.3: Communication and Partnership	0.5	<p>1.0 FTE - Special Education - Transitional Coordinator - We are asking for the Superintendent, CFO and Cabinet Members to consider assigning Mrs. Bostwick as Gibbs' Special Education & Transitional Coordinator. Gibbs is proposing re-allocating its .5 secretarial position, last assigned in 2021/2022.</p> <p>Each year, two transitions take place at Gibbs school. The first transition takes place as students transition from 5th to 6th grade. Logistics involving this transition begins as early as January and last until the students make their entrance at Gibbs in the fall of every year. Also, a 2nd full transition happens simultaneously as we prepare to transition our trailblazers to Ottoson Middle school.</p>	\$60,000.00
66	Mathematics	GIBBS	.5 Math Coach	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS		Although Math is an area of strength for our district and our school, there are some challenging issues with how we are providing Math Tier I, II, and III support for our staff. I am requesting for an additional Math Interventionist to assist in restructuring how we organize for intervention at Gibbs School. This person in collaboration with all current Math teachers, the Math Director and Gibbs Admins would support students who are struggling in Math and those who are excelling and in need of enrichment.	\$49,250.00
67	Gibbs School	GIBBS	.5 Math Coach	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	0.5	Although Math is an area of strength for our district and our school, there are some challenging issues with how we are providing Math Tier I, II, and III support for our staff. I am requesting for an additional Math Interventionist to assist in restructuring how we organize for intervention at Gibbs School. This person in collaboration with all current Math teachers, the Math Director and Gibbs Admins would support students who are struggling in Math and those who are excelling and in need of enrichment.	\$49,250.00



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68	Gibbs School	GIBBS	.5 Math Intervention s	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	0.5	Although Math is an area of strength for our district and our school, there are some challenging issues with how we are providing Math Tier I, II, and III support for our staff. I am requesting for an additional Math Interventionist to assist in restructuring how we organize for intervention at Gibbs School. This person in collaboration with all current Math teachers, the Math Director and Gibbs Admins would support students who are struggling in Math and those who are excelling and in need of enrichment.	\$49,250.00
69	Gibbs School	GIBBS	DEIBJ Specialist	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	1.0	Staff and students' response on the Panorama Survey.	\$85,000.00
70	AEA	GIBBS	Gibbs SpEd increase	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.2: Reimagined Professional Development, Initiative 3.1: Inclusive and Modern Schools, Initiative 4.3: Communication and Partnership		Gibbs added SLC programs this year without adding staff. Compared to Ottoson, they have about 2/3 of what they should have to meet student needs. There should be one teacher per program and one teacher per LC. Better supporting students in special ed at Gibbs may resolve many of the issues we are seeing in terms of students struggling in math, burnout among the teachers, low staff morale.	\$170,000.00
71	Gibbs School	GIBBS	Librarian (to create a full-time position)	Addition of Staff	Initiative 1.1: Instructional Vision	0.5	Increase in enrollment. A full-time librarian is essential for teaching media literacy and production skills, foundational to 21st-century learning and critical thinking. Expanding library services provides equitable access to resources and instruction, particularly for high-needs students who may not have access to similar resources outside of school.	\$49,250.00



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72	Hardy School	HAR	Student Support Paraprofessionals - 2	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 3.1: Inclusive and Modern Schools	2.0	These paraprofessionals will provide support with mobility, toileting, instruction, and supervision for students in our SLC-C program. We are anticipating 4 new students from the preschool. Based on information gathered from the preschool on rising kindergarteners, our current student needs, and current staffing patterns for students with similar profiles.	\$72,000.00
73	Hardy School	HAR	Teaching Assistant	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 3.1: Inclusive and Modern Schools	0.1	Support students with IEPs in inclusion settings; This will meet the required B grid minutes on student's IEPs	\$2,100.00
74	AEA	HAR	special ed teacher Hardy	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	1.0	One additional special educator at each elementary school will help those teachers work with a small number of students in fewer classrooms so they can provide more intensive intervention support, modification, and accommodation.	\$85,000.00
75	AEA	HAR	SLC teacher Hardy	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	1.0		\$85,000.00
76	Menotomy	MEN	SSP Increase	Addition of Staff	Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3:	0.8	Make two .6 SSPs full time. This will make things more consistent within the program.	\$28,800.00



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	Preschool				Implementing MTSS, Initiative 3.1: Inclusive and Modern Schools			
77	AEA	MEN	SSPs at Menotomy	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs, Initiative 4.2: Welcome Center and Registration		The preschool added a classroom this year and needs more support staff to assist the growing student population.	\$72,000.00
78	Mathematics	OMS	Mathematics Coach	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS	0.5	<p>A middle school math coach at the Gibbs school will support strengthening our Tier 1 and Tier 2 math instruction, as well as support the development of advanced learning services.</p> <p>At both Gibbs and OMS, we aim to create learning opportunities that are accessible to any student, ensuring equity and inclusion in our instructional practices. The current Math 6 bypass option does not align with our district's core values of equity and access. Therefore, we are looking to move away from this practice and focus instead on providing robust advanced learning opportunities within Tier 1 instruction and Tier 2 services. An instructional math coach would be invaluable in supporting this shift by working alongside teachers to strengthen differentiated instruction, enhance the delivery of advanced content, and ensure that all students have the support they need to thrive, regardless of their starting point.</p>	\$49,250.00



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79	Special Education	OMS	Special Education Coordinator	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS		AAA Supervisor/Administrator responsible for supervision and evaluation of special ed staff, compliance, program development, hiring: As IEPs continue to increase and school teams experience more turnover and perceived increase student need, particularly at the 6-8 level, it is no longer tenable to have one coordinator between Gibbs and OMS, Each principal is requesting more time/more support/more supervision from the Coordinator. While finding a .5FTE will be difficult, try to address this need in the most cost effective way.	\$42,500.00
80	Ottoson Middle School	OMS	Technology / Engineering Teacher	Addition of Staff	Initiative 1.1: Instructional Vision	1.0	The enrollment at OMS has steadily increase, and an additional learning community was added in both 7th and 8th grade in the last 5 years; however, the number of tech/engineering specialists has not changed. The 2 current specialists service almost 1000 students. The addition of 1.0 FTE will allow for more students to take desired courses, for reasonable class sizes and overall student caseloads for teachers to be more manageable.	\$85,000.00
81	ELA	OMS	1.0 FTE Reading Specialist (OMS)	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS		<p>Currently, our Reading Specialists at the middle school provide essential support to both students with IEPs and those without. This is in the form of small group, targeted instruction - using Wilson, OG, or another reading program. As the literacy needs of our students continue to grow, particularly for those on IEPs, it is increasingly difficult to deliver targeted interventions for students in our focal groups without additional staffing. To meet these expanding needs and provide more effective Tier 2 and Tier 3 support, additional personnel are necessary.</p> <p>There are a number of data points that we are using to make this request. We are currently servicing 62 reading students at Ottoson. 61 out of 62 of these students are on IEPs with reading goals. In some cases, the student's IEP states that the instruction needs to be 1:1. In order to provide meaningful grouping that allows for</p>	\$98,500.00



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							maximum growth, we need additional staffing to provide more strategic groupings for our students on IEPs, while also allowing us to provide a structure for MTSS for students NOT on IEPs. Currently, we are not able to service most of our non-IEP students who would otherwise qualify for reading support, because we do not have the staffing to do so.	
82	Ottoson Middle School	OMS	Special Education Teacher	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs, Initiative 3.1: Inclusive and Modern Schools, Initiative 3.3: Enhanced Facilities Stewardship	2.0	The incoming grade 7 cohort includes a significant number of students requiring co-taught and inclusion services. Adding 2.0 FTEs ensures that Individualized Education Program (IEP) goals are met while maintaining the integrity of co-teaching models, which are research-proven to improve outcomes for students with disabilities and their peers. Without these positions, class sizes will exceed recommended ratios, jeopardizing individualized instruction and progress monitoring. Increase in student enrollment and need to meet 50 percent ratio as outlined in the contract.	\$170,000.00
83	Ottoson Middle School	OMS	Special Education Teacher, SLC	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS	1.0	The SLC program serves students with significant language-based learning disabilities who require specialized instruction and accommodations. Adding a teacher will address the needs of incoming grade 7 students and ensure the program can provide legally mandated services while maintaining quality. Without this position, the program risks exceeding capacity, diluting the effectiveness of instruction and compliance with federal mandates. IEP needs of incoming seventh-grade students.	\$85,000.00
84	Ottoson Middle School	OMS	School Counselor	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	1.0	The increase in enrollment and the addition of an SLC program elevate the demand for counseling services. This role is crucial to: Support tier 1 interventions for all students, such as SEL initiatives and advisory programs, which foster a sense of belonging.	\$85,000.00



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							Address tier 2 and 3 needs, including counseling for students with IEPs and high-needs subgroups. Increase in enrollment numbers, special education and desire to narrow the achievement gap.	
85	Ottoson Middle School	OMS	Special Education Paraprofessionals	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	2.0	These positions will support inclusion students in grades 7 and 8, addressing their academic, behavioral, and executive functioning needs within the general education setting. Paraeducators are critical for fostering independence, providing classroom-level support, and enabling special educators to focus on direct instruction and progress monitoring. This will help us to support the 50 percent special education staffing model and support students in all content areas.	\$70,000.00
86	Ottoson Middle School	OMS	Reading Teacher	Addition of Staff	Initiative 1.3: Implementing MTSS	1.0	Ottoson Middle School, in collaboration with the English Department, is requesting an increase of 1.0 FTE in Reading Specialist staffing to enhance our Multi-Tiered Systems of Support (MTSS) for Reading, Writing, and Literacy. This request is driven by several key factors. There are a number of data points that we are using to make this request. We are currently servicing 62 reading students at Ottoson. 61 out of 62 of these students are on IEPs with reading goals. In some cases, the student's IEP states that the instruction needs to be 1:1.	\$98,500.00
87	Ottoson Middle School	OMS	OMS Elective / Specials Teachers	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS	3.0	The current reliance on directed studies for scheduling purposes limits equity and engagement. Adding 3.0 FTEs will allow the school to expand its elective offerings, emphasizing project-based and experiential learning, aligned with best practices for middle school pedagogy. We have increased the number of students at OMS every year and we have not increased the number of specials teachers. Next year, we will have 1,004 students at OMS.	\$255,000.00



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88	Ottoson Middle School	OMS	Librarian (to create a full-time position)	Addition of Staff	Initiative 3.1: Inclusive and Modern Schools	0.5	Increase in enrollment. A full-time librarian is essential for teaching media literacy and production skills, foundational to 21st-century learning and critical thinking. Expanding library services provides equitable access to resources and instruction, particularly for high-needs students who may not have access to similar resources outside of school.	\$49,250.00
89	Performing Arts	OMS	Ottoson Drama/Theater Teacher	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 2.1: Pathway Programs, Initiative 3.1: Inclusive and Modern Schools		The drama teacher will offer an new elective for students who are interested in theatrical arts an opportunity to study acting, improvisation, storytelling, playwriting, stage design, and dramatic literature. The number of students participating in Ottoson theatrical productions (fall play, spring musical and student-directed one acts) have increased during the past years. Students currently participate in the after school drama club to study theatrical arts, and rehearse for the shows. The after school rehearsal schedule does not always allow students who are in other activities such as sports, or students who do not have the means to stay after school, such as METCO students, to participate. With the increase of enrollment at Ottoson, and with Principal Rubino's vision of eliminating direct study, the drama/theater offers another elective option for students.	\$42,500.00
90	Visual Arts	OMS	Expanding the Elective Program at Ottoson	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 3.1: Inclusive and Modern Schools		We need at least one and possibly two more teachers who can work across curricula. We will certainly need more Visual Arts and Technology sections, but we may want to hire staff who can work across content areas as is currently happening at the high school. Three main factors are driving the need for another visual arts teacher at Ottoson. The first is the ever-expanding enrollment. This has been going up for years, and is expected to go over 1,000 in FY26. Throughout this time we have been stuck at just two Visual Arts teachers, and this has led to ever increasing class sizes, with many sections in the 27-32 student range—something that I suspect would never be countenanced in a science, math, ELA or social studies classroom. The second reason is the elimination of directed	\$85,000.00



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							studies. We are planning to expand elective offerings at Ottoson (see more below) and it is expected that these classes will fill this gap in the schedule. Finally we are in the midst of redesigning the entire electives program at Ottoson.	
91	AEA	OMS	Special Ed at Ottoson	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		There are currently 5 teachers in 8th and 4 in 7th. There should be 5 in each subject to evenly spread students across teams, balance caseload distribution, and accommodate diverse needs of students.	\$85,000.00
92	Peirce School	PEI	Social Worker	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	0.5	We need more social work so that we can do the following: 1. proactive teaching of SEL strategies in-class and lunch groups. 2. offer more check-ins with students with non-gridded service 3. support students in the SLC and in the METCO program. Currently, Peirce has 1.0 social work for approximately 320 kids, which includes 13 METCO students, 6 students in the supported learning center and approximately 30 students with gridded and consult service.	\$49,250.00
93	Peirce School	PEI	Reading Specialist	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.2: Reimagined Professional Development	1.0	This reading specialist would support readers with IEP and non-IEP needs. Ideally this candidate would serve students with non-IEPs in all grades and provide children with the teaching of reading and pre-reading skills so that they did not progress through multiple grades as a "cusp" or slightly below reader. Peirce is the only elementary school with 1.0 reading specialists to the school, and while we do have Marion Nolan in a 1/2 time reading position and 1/2 time team chair, Marion supports the reading needs of the students in the SLC-D. This leaves one other reading specialist to support the reading gridded service AND any tier 2 supports to non-IEP students.	\$98,500.00



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94	AEA	PEI	special ed teacher Peirce	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	1.0	One additional special educator at each elementary school will help those teachers work with a small number of students in fewer classrooms so they can provide more intensive intervention support, modification, and accommodation.	\$85,000.00
95	AEA	PEI	SLC teacher Peirce -reading focus	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	1.0		\$85,000.00
96	ESL/ELL	STR	ML Instructional Support Specialists/ ML Para-educators	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS	1.0	There are currently 283 ML students in the district, with a combination of push-in and pull-out to provide direct instruction, prioritizing newcomers and Level 1 students. Tier 1 classrooms need more targeted support in content and language instruction for MLs, especially since there is no dedicated newcomer program.	\$35,000.00
97	Stratton School	STR	Additional BCBA Support for District SLC-A	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.2: Reimagined Professional Development, Initiative 4.3:	0.5	Currently, there is a BCBA at Stratton who supports the 31 students in the SLC-A program as well as the other students who require or may soon require BCBA support. Since this BCBA is split between Stratton and the district SLC-A program, the program does not get the full BCBA support needed. A .5 BCBA addition to the district wide SLC-A would allow for someone to both serve at the BCBA for all of the students in the program as well as a program lead. SLC-A could be an exemplary program for many students who may	\$49,250.00



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					Communication and Partnership		otherwise be placed out of district (at great cost to the district). A BCBA/program lead is required to ensure that the program is stabilized and these complex students get exactly the approaches they require.	
98	AEA	STR	special ed teacher Stratton	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	1.0	One additional special educator at each elementary school will help those teachers work with a small number of students in fewer classrooms so they can provide more intensive intervention support, modification, and accommodation.	\$85,000.00
99	AEA	STR	additional SLC teacher Stratton	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership	1.0		\$85,000.00
100	AEA	STR	SLC materials for Stratton	Supplies and Materials	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 2.3: Compensation		The redesign of the SLC program at Stratton requires some specialized curriculum, materials, sensory and visual resources, sound and light dampening, curtains/covers, carpets, etc.	\$10,000.00
101	ESL/ELL	THO	ML Instructional Support Specialists/ ML	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.3: Implementing MTSS	1.0	There are currently 283 ML students in the district, with a combination of push-in and pull-out to provide direct instruction, prioritizing newcomers and Level 1 students. Tier 1 classrooms need more targeted support in content and language instruction for MLs, especially since there is no dedicated newcomer program.	\$35,000.00



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			Para-educators					
102	Thompson School	THO	ML Teacher	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.2: Welcome Center and Registration, Initiative 4.3: Communication and Partnership	1.0	With 50 ML students and 2 ML teachers, we struggle to support our students as much as they are requiring. The model of being able to support students from K-5 both in and out of the classroom is essential to effective progress. We have a high number of Level I and II students, in addition to 2 SLIFE students. Please see the ML Roster Data from Carla Bruzzese indicating that Thompson has 46 ML students, and we have 4 new ML students recently registered.	\$85,000.00
103	Thompson School	THO	Special Education Teacher	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs, Initiative 3.1: Inclusive and Modern Schools, Initiative 4.3: Communication and Partnership	1.0	Special Education teacher to support students with special needs. The model of a dedicated Learning Specialist per grade level allows for efficient service delivery, collaboration, co-teaching and support for students with Special Needs. With 4 sections at every grade level, and close to 100 students on IEPs, most LS are servicing more than one grade with caseloads in the high 20s low 30s. The additional constraints in scheduling with the implementation of the EL Education curriculum have made it even more challenging for LS to directly service students on their caseloads, often deferring to Teaching Assistants for sole service provision.	\$85,000.00



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104	Thompson School	THO	Family Liaison/Administrative Assistant	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 2.1: Pathway Programs, Initiative 2.2: Reimagined Professional Development, Initiative 2.3: Compensation, Initiative 3.1: Inclusive and Modern Schools, Initiative 3.2: Healthy Lunch for All, Initiative 3.3: Enhanced Facilities Stewardship, Initiative 4.1: Before and After Care, Initiative 4.2: Welcome Center and Registration, Initiative 4.3: Communication and Partnership	1.0	<p>This position would provide direct, targeted communication and outreach to families. We would be able to respond to and support the families of our focal groups, and provide outreach to families whose voices are not elevated in our community. It would provide additional support in addressing needs that impact our Chronic Absenteeism, ML families, and the community at large. The position would also provide additional support to our Administrative Assistant.</p> <p>As a school of 540+ students, and 70+ staff, the model of having a dedicated person to support our Focal Groups Families and students, in addition to our community at large, would further engagement. Direct outreach and building relationships are key elements to building trust with families whose voices are not always represented. Our chronic absenteeism rate is close to 20%, with our Focal Groups of High Needs at 25.7% and Low Income at 33.6%.</p>	\$80,000.00
105	AEA	THO	special ed teacher Thompson	Addition of Staff	Initiative 1.1: Instructional Vision, Initiative 1.2: Student Belonging and Adult Support, Initiative 1.3: Implementing MTSS, Initiative 4.3: Communication and Partnership		<p>One additional special educator at each elementary school will help those teachers work with a small number of students in fewer classrooms so they can provide more intensive intervention support, modification, and accommodation.</p>	\$85,000.00



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TOTAL: \$8,453,772.20

Proposals by Location:

The following shows the total budget requests for each school and the district, sorted by the type of request (additional staff, other expenses, and supplies/materials):

Proposals by Location

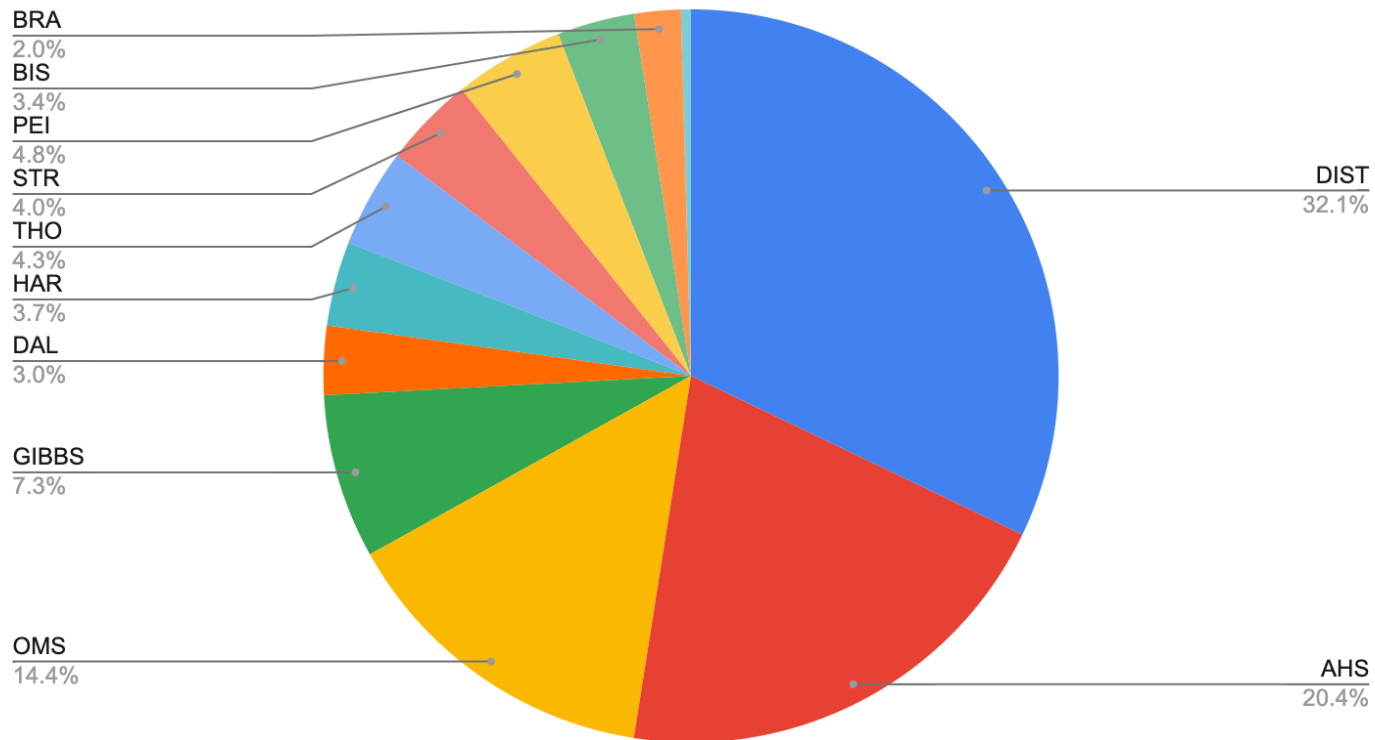
<i>Proposals by Location</i>					<i>Type of Request</i>				
<i>Location</i>	Addition of Staff		Other Expense		Supplies and Materials		Grand Total		
AHS	\$1,287,500.00		\$49,576.00				\$1,337,076.00		
BIS	\$183,500.00		\$40,000.00				\$223,500.00		
BRA	\$134,250.00						\$134,250.00		
DAL	\$199,750.00						\$199,750.00		
DIST	\$1,250,600.00		\$477,400.00		\$382,296.20		\$2,110,296.20		
GIBBS	\$476,250.00						\$476,250.00		
HAR	\$244,100.00						\$244,100.00		
MEN	\$28,800.00						\$28,800.00		
OMS	\$947,000.00						\$947,000.00		
PEI	\$317,750.00						\$317,750.00		
STR	\$254,250.00				\$10,000.00		\$264,250.00		
THO	\$285,000.00						\$285,000.00		



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Spending Request by Location





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Proposals by Priority Area:

The following aggregates requests by priority area, using a formula based on which initiatives were listed by the requestor. Please note that requests linked to priority area 3 are largely capital requests, which are not included in this process or calculation.

Location	Priority 1	Priority 2	Priority 3	Priority 4	FTE	Total
DIST	\$1,422,428.34	\$355,757.14	\$56,785.71	\$275,325.00	21.8	\$2,110,296.20
AHS	\$1,162,626.00	\$131,400.00	\$34,150.00	\$8,900.00	15.9	\$1,337,076.00
OMS	\$812,750.00	\$28,333.33	\$105,916.67	\$0.00	12.0	\$947,000.00
GIBBS	\$452,250.00	\$12,000.00	\$0.00	\$12,000.00	5.0	\$476,250.00
PEI	\$238,312.50	\$24,625.00	\$0.00	\$54,812.50	3.5	\$317,750.00
THO	\$148,500.00	\$34,166.67	\$34,166.67	\$68,166.67	4.0	\$285,000.00
STR	\$198,716.67	\$13,183.33	\$0.00	\$52,350.00	3.5	\$264,250.00
HAR	\$176,900.00	\$0.00	\$24,700.00	\$42,500.00	4.1	\$244,100.00
BIS	\$167,625.00	\$0.00	\$34,625.00	\$21,250.00	2.0	\$223,500.00
DAL	\$199,750.00	\$0.00	\$0.00	\$0.00	4.3	\$199,750.00
BRA	\$113,000.00	\$0.00	\$0.00	\$21,250.00	1.5	\$134,250.00
MEN	\$19,200.00	\$0.00	\$9,600.00	\$0.00	0.8	\$28,800.00
Grand Total	\$5,112,058.51	\$599,465.48	\$299,944.05	\$556,554.17	78.3	\$6,568,022.20



Arlington Public Schools

Education That Empowers

Proposals by Requesting Department:

The following shows proposals by requesting department, but please note that **departmental duplicates were not included**. If there were duplicates, they were totaled with the school request, not the departmental request.

Requesting School or Department	Addition of Staff	Other Expense	Supplies and Materials	Grand Total
AEA	\$1,428,500.00	\$323,000.00	\$232,500.00	\$1,984,000.00
AHS	\$1,151,500.00	\$20,000.00		\$1,171,500.00
Athletics		\$18,576.00		\$18,576.00
Bishop School	\$98,500.00	\$40,000.00		\$138,500.00
Brackett School	\$49,250.00			\$49,250.00
Communications and Family Engagement	\$16,000.00		\$30,000.00	\$46,000.00
Dallin School	\$199,750.00			\$199,750.00
Digital Learning and Libraries	\$197,000.00			\$197,000.00
Diversity, Equity, and Inclusion	\$85,000.00	\$56,000.00		\$141,000.00
ELA	\$0.00			\$0.00
ESL/ELL	\$70,000.00			\$70,000.00
Gibbs School	\$476,250.00			\$476,250.00
Hardy School	\$74,100.00			\$74,100.00



Arlington Public Schools

Education That Empowers

Human Resources	\$80,000.00			\$80,000.00
Information Technology		\$38,400.00		\$38,400.00
Mathematics	\$49,250.00			\$49,250.00
Menotomy Preschool	\$28,800.00			\$28,800.00
Ottoson Middle School	\$897,750.00			\$897,750.00
PE, Health and Wellness			\$25,000.00	\$25,000.00
Peirce School	\$147,750.00			\$147,750.00
Performing Arts	\$17,000.00	\$11,000.00		\$28,000.00
Science	\$0.00		\$78,196.20	\$78,196.20
SEL and Counseling		\$60,000.00		\$60,000.00
Social Studies	\$0.00			\$0.00
Special Education	\$59,100.00			\$59,100.00
Stratton School	\$49,250.00			\$49,250.00
Thompson School	\$250,000.00			\$250,000.00
Transportation	\$65,000.00			\$65,000.00
Visual Arts	\$0.00		\$26,600.00	\$26,600.00
World Languages	\$119,000.00			\$119,000.00
Grand Total	\$5,608,750.00	\$566,976.00	\$392,296.20	\$6,568,022.20



Town of Arlington, Massachusetts

8:30 p.m. AEA Budget Proposals (J. Keyes)

Summary:

- Budget Requests - FY26

ATTACHMENTS:

	Type	File Name	Description
▯	Budget Document	Budget_Requests_FY_26.pdf	Budget Requests FY 26

ARLINGTON
EDUCATION
ASSOCIATION



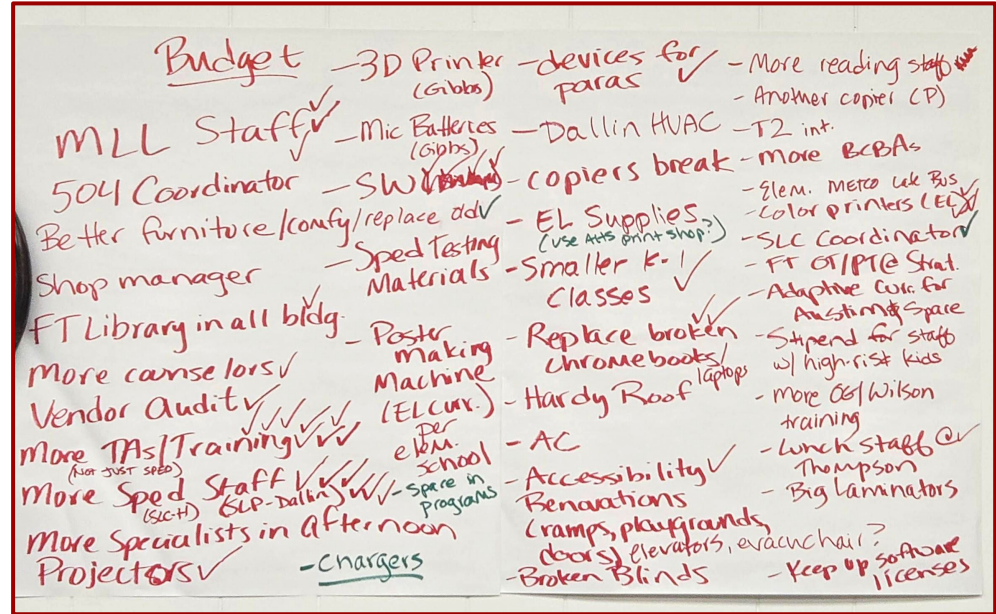
Budget Requests

for the 2025-2026 School Year

Process

How we created these priorities and requests

1. Schools conducted surveys and in-person meetings to gather requests from staff
2. Board of Directors (reps from each school) collated data and noted high level requests and common themes
3. Executive Board took those high-level requests and created this presentation



Acknowledged Realities

... because we don't budget in a vacuum ...

1. Unit A's new contract significantly improves compensation
2. We are about to begin bargaining successor contracts for Units C and D.
3. The state's choice to use a lower SOA inflation rate for FY 25 and likely for FY26 is costing Arlington significantly.
4. Chapter 70 will be affected negatively by changes in low-income calculations and we don't know what's coming from the federal government after January.
5. Special Ed staff continue to struggle with overwhelming workloads exacerbated by unfilled positions, state bureaucratic changes, and increasing student needs.
6. Facilities issues have to be addressed by the Town Capital Committee

General Priorities

not tied to specific expenditures but philosophical motivators

1. Keep class sizes small in K-2 to ensure success through HS and beyond
2. Add positions at secondary level to address rising enrollment
3. Provide the best possible education for ALL students in Arlington



TOTAL REQUESTS

- Special Ed: \$1.85 million
- Paraprofessionals: \$365,500 plus negotiated salary increases
- SEL/Behavior Support: \$252,000
- Technology: \$57,500
- Professional Development and Curriculum: \$300,000

- Accessibility Improvements (Capital)
- Facilities (Capital)

TOTAL OPERATING BUDGET REQUESTS: \$2,817,0000

Increase in Special Education Staff

This was **the top request** across the district, and something we have continuously requested.

Rationale:

- to **increase space** in specialized programs
- to bring **more specialized staff** to more schools to decrease need to send students to program schools
- to address **higher level of student need**
- to allow **more co-taught sections** and alleviate large classes at AHS/OMS
- to provide **clerical support** so licensed educators can spend more time on service delivery and less on paperwork

Budget Impact: \$1.85 million

- 17 FTE in Unit A - \$1.428 million (based on average \$84K salary)
- 5 FTE in Unit C - \$257,000 (based on average \$51.5K salary)
- Program Lead Stipends - \$27,500 (\$2500 each)
- 2 additional SSPs - \$30,000 each

Revenue Sources:

Increased in-district services will further reduce out of district costs and money paid for contracts and compensatory services. While not a new revenue stream, it will offset some of the added salaries.

Increase in Special Education Staff (continued)

Details:

- One Unit C position per coordinator to take over clerical tasks to free up staff for more time with students (5 total)
- 3 additional FTE at Gibbs School to have one teacher per small-group program and one liaison per learning community
- 1 additional FTE at Ottoson to have one liaison per learning community in each grade
- 2 additional FTE at AHS to accommodate co-taught and alternative program needs, and address increased caseloads
- 1 additional FTE at each elementary school to accommodate increased student needs
- 2 additional SSPs at Menotomy Preschool
- 1 additional staff member per elementary SLC program (4 total)
- Program Lead Stipends so there is a designated point-person for each SLC program compensated for the extra duties it entails

Investment in Paraprofessionals

This was the #2 request of staff across the district.

Rationale:

- We need a **training regime** for new paraprofessional hires - we lose a considerable number of staff who are ill-prepared for the roles
- We need to provide all paraprofessionals (yes, all) with a **computer/chromebook**
- We need **additional classroom TAs** in elementary classrooms, especially in grades 1 and 2, and grade level TAs in the upper grades
- We need **salary increases** to keep pace with surrounding districts

Budget Impact: \$365,500 plus negotiated salary increases

- \$5500 for mentor/trainer stipends (\$500 per school)
- \$200-300 per chromebook (about 100 more devices would likely meet district need)
- \$30,000 per additional TA

Revenue Sources: Override increases for FY26 may help with this

SEL/Behavioral Support

Rationale:

- Our **BCBAs** are stretched too thin to effectively coach staff or monitor high caseloads
- Our **counselors/social workers** do not have enough minutes in the school day to meet all of the student needs, particularly when they are called to crises
- New clerical procedures have added considerable time to the workload
- We spend an extraordinary amount of time on a small number of high-needs students– more targeted support for those children would benefit everyone else too

Details:

3 Unit A FTE

- One additional BCBA (and fill the open position)
- Additional AHS counselor
- Additional elementary SW at Bishop to level service across schools

Budget Impact: \$252,000

Revenue Sources: Operations Budget; may lead to savings in outplacement services

Technology

Rationale: We need to continue to invest in our technology

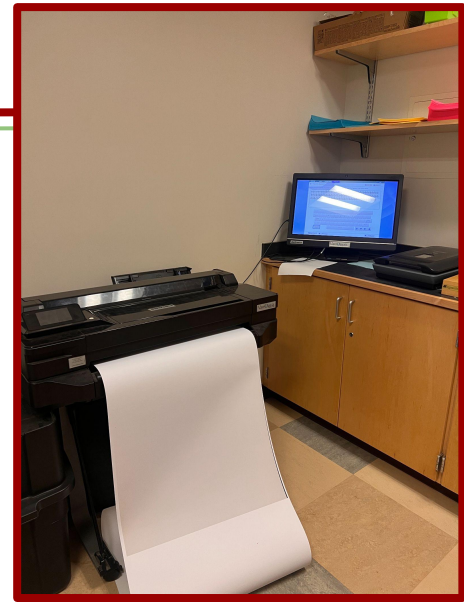
Details:

- Replacing **projectors and bulbs** across the district
- Spare **chargers** for student chromebooks
- Increase in the availability of **color printing**
- **Poster-making machines** for each elementary
- Maintain **software licenses**

Budget Impact: \$57,500 (estimate)

- Color printing is either high upfront, low cost per page or lower-upfront, high cost per page. A high quality color inkjet is \$600-800. A color copier/ricoh is \$2500 or would increase our lease about \$75/month per machine. I think.
- Chromebook chargers are about \$16 each. If we had one for every 5 students 3-12, it's about \$15,000.
- Poster machines are around \$2500 and can include up to \$1000/year in supplies

Resources: Grants, community partnerships. PTOs are paying for some of these currently.



Professional Development and Curriculum

Rationale: It's important to invest in our staff so they can best serve the students

Details:

- **Training/Onboarding** for Paraprofessionals
- More teachers would like be trained in **Wilson/OG reading** support
- Budgeting money for **summer curriculum work**: with sub shortages, we are no longer doing PD days during the school year but the work still needs to be done
- More **special ed testing supplies**
- **Adaptive curriculum** for Stratton SLC and **adaptive materials** (sensory and visual resources, sound and light dampening, curtains/covers, carpets, etc.)

Budget Impact: \$300,000 (estimated)

- \$3,500 per person for Wilson training Level I; \$5,000 per person for OG
- \$200K would be about one day of summer work for every Unit A member
- \$10,000 for SLC materials

Resources: Grants can be used for training and supplies if we can find them

Accessibility Improvements

Rationale: We need to continue to make schools accessible for all students

Details:

- More **automatic doors** across the district
- **Evacu-chair** (ideally one per floor) for students with reduced mobility
- **Stairlifts** for students (for when elevator goes down)
- **Hardy: Ramp** to Lake Street playground that isn't on the street
- Add **PA systems** in elementary classrooms

Budget Impact:

- Evacu-chairs are \$90-350 each
- Stairlifts run \$6000 to \$25000
- Door equipment is \$700, plus renovations needed to power it and install labor
- Metal ramps are up to \$10,000 until permanent work could be done at Hardy

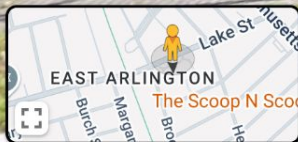
Resources: Possibly some Fair Share Amendment money for building projects 🙌

Staircase

**One step and enters
to staircase landing**

window

**Must exit front of
building and go
around sidewalk**



**View of Hardy Lake
Street Playground**



Facilities Repairs

Rationale: our buildings need routine upkeep or else disrepairs impact learning

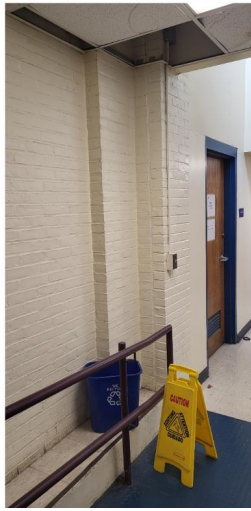
Details:

- **Dallin HVAC** still isn't working properly
 - Cold zone on 2nd floor - using space heaters to supplement
 - Hot zone where heat has to be turned off to keep it bearable
- It rains inside at Hardy and Ottoson (**roof repairs** needed)
- **Elevator at Hardy** is very unreliable - means kids can't get to SLC classrooms
- **Fire alarm** does not work in much of Ottoson
- **Ottoson HVAC**
 - climate is controlled by opening windows while the heat blasts in many rooms
 - Mold issue over the summer due to AC and external air creating condensation

Budgetary Impact: Significant.

Revenue Sources: Insurance? Capital Funds? Fair Share Amendment money for building projects?

Ottoson Roof Issues April 2024



Other Recommendations:

- **Conduct a Vendor Audit:** We seem to pay a lot more than we need to for many items.
- **Help with printing:** much of the EL curriculum requires printing
- **Librarians:** Continue to pursue one FTE librarian at each elementary school and library paras to both supervise students and maintain the library collections.
- **ML support:**
 - Co-teaching for MLs in gen ed classes has proven very successful and it would be great to expand this to help more students.
 - This may mean adding ML or shifting FTE to areas of higher needs
- **Shift some district-wide thinking** from “mine” and “yours” to “ours” - we spend a lot of time fighting about whose budget something is coming out of, or not utilizing district-available resources

Any Questions?



Town of Arlington, Massachusetts

8:45 p.m. Organizational meeting date and time change, Monday, April 7 2025 at 6:00 p.m. (P. Schlichtman)



Town of Arlington, Massachusetts

8:50 p.m. Superintendent's Update (E. Homan)

Summary:

- Update on Administrative Hiring Searches
- Update on Competitive Grants Awarded
- Monthly Update on Enrollments / Class Sizes
- Strategic Plan update

ATTACHMENTS:

	Type	File Name	Description
▢	Enrollment/Class Sizes	2024-25_ENROLLMENT_REPORTS_-_12_19_24.pdf	2024-25 ENROLLMENT REPORTS - 12_19_24
▢	Enrollment/Class Sizes	2024-25_ENROLLMENT_REPORTS_-_PROJECTION_SHEET_FY26_(1)(1).pdf	2024-25 ENROLLMENT REPORTS - PROJECTION SHEET FY26 (1) (1)
▢	Presentation	Superintendent_Update_2024-25_-_12_19_24.pdf	Superintendent's Update
▢	Presentation	FY25_Competitive_Grants_as_of_12-18-24_SC_(4).pdf	FY25 Competitive Grants as of 12-18-24_SC

[illegible]

All enrollments in this projection are based on an FY25 5-yr Weighted Average Projection
2024 numbers are based on Oct. 1 SIMS

[illegible]

Superintendent's Update 12/19/24



Arlington Public Schools
Education That Empowers

- **Call for Volunteers!** For 3 years, Arlington METCO and the Boston Public Health Commission (BPHC) Homeless Services Bureau have partnered to provide support, with our wonderful students and staff volunteering to clean closets and fold clothing at the shelter. This weekend, the shelter needs help bagging gifts and signing holiday cards for their guests. They have specifically reached out to the Arlington METCO and APS community for assistance. Please reach out to Richelle Smith, rsmith@arlington.k12.ma.us, if you are interested in volunteering!
- **Winter Concerts Wow Audiences!** The AHS Winter concert showcased all AHS choruses and instrumental ensembles. The program included music from all genres and includes the final movement of Beethoven's 9th Symphony "Ode to Joy". For the choruses, there were 8 different languages sung in the concerts including Filipino and Taiwanese! For the instrumental ensembles, students were empowered to stand on the podium to conduct, a fantastic example of ways teachers can empower students to take on leadership roles and try on the work of the field.



Superintendent's Update 12/19/24



Arlington Public Schools
Education That Empowers

- **Farewell and Thank You, Coach Richardson!** Coach Kevin Richardson has coached AHS Cross Country for 17 years, and announced his resignation and handoff of the team to Asst Coach Bourassa this week. Coach Richardson has led many teams to league championships and his leadership will be missed!
- **A-door-ned Doors at Thompson:** Students and teachers in every class created student-designed winter door decor at Thompson, which were judged this week to determine a winner. Criteria required doors to feature student-created concepts and artwork, and classes were encouraged to include Thompson's values. *Pictured: Admin Asst. Rose's front desk decor featured a hot chocolate marshmallow for every single Thompson student!*
- **Enrollments**

FY26 Budget Family Info Session:

The district and School Committee Budget Subcommittee will host a budget information session for interested community members on January 21st from 7-8pm. We will include an options to listen in via webinar. More info to follow after the break!



Grant Name	Type of Funding	Awarded Amount
SAMHSA (Mental Health)	Private	124,997
CSHS (Nursing and Behavioral Health)	State	104,691.50
AEF - Inclusive Play	Private	18,000
Genocide Education	Competitive, Trust	39,500
CLEE (Leadership Equity)	Private	37,337.40
Newcomer, Homeless Students	Competitive, Federa	40,000
McKinney-Vento	Competitive, Federa	20,000
Hate Crimes Prevention	Competitive, State	50,000
Safe & Supportive Schools Continuation	Continuation, State	10,000
Special Olympics	Private	2,000
AEF - Hardware for a Music Production Studio	Private	4,000
AEF - Visiting Artist Series	Private	2,800

AEF - Inspiring Belonging and Resilience	Private	3,200
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AEF - Kindergarten Fine Motor Tools	Private	2,420.07
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AEF - Blending Universal Design and Rigor in Learning	Private	4,000
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AEF - Arlington 250 Youth Banners Project	Private	4,000
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AEF - APS Interdisciplinary Robotics K-5 Professional Learning Ses	Private	4,000
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AEF - Interdisciplinary Problem Solving with Lego Spike Prime	Private	19,771.75
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Grant Description

The Substance Abuse and Mental Health Services Administration (SAMHSA) grant focuses on improving the quality and availability of substance use/misuse prevention, substance use disorder treatment, and mental health services nationwide.

The Comprehensive School Health Service (CSHS) grant uses a nurse-managed approach in order to promote the whole-child/whole-family paradigm in the school setting. CSHS grant programs help to support schools and school districts to provide a case management model in order to better address increasing student and family needs. The general goal is to maximize the existing school nursing expertise, leadership, and infrastructure.

This grant is for a collaboration with the TeamUp program offered by Playworks and Stratton Elementary School. This innovative partnership entails on-site coaching and support from a dedicated Playworks site coordinator, who will work collaboratively with our staff to implement inclusive play practices, launch a dynamic student leadership program, and introduce new recess games infused with social-emotional learning themes. The coordinator will spend 4-5 days per month on-site, providing real-time coaching, feedback, and modeling to support our staff in creating a vibrant and inclusive recess environment.

The purpose of this competitive grant program is to support teaching and learning related to the history of genocide, per Chapter 98 of the Acts of 2021. This grant supports LEAs to develop and/or select curriculum materials, implement professional development, and design other enriching learning experiences intended to further secondary students' understanding of the history and patterns of genocide. Districts may propose to collaborate with vendors to support this work.

This grant is to support personnel in attending leadership equity opportunities to carry out the activities associated with the Equity Leader Accelerator Program (ELAP).

The purpose of this grant is to support districts/schools in elevating student voice in order to strengthen safe, supportive and healthy learning environments, Preschool through 12th grade. This grant program prioritizes funds to support the mental health and wellbeing, and education of students who are placed in eligible new emergency assistance family shelter.

The purpose of this federal, competitive grant is to provide funding for programs that ensure students who are homeless enroll and attend school and engage in learning that values and builds on their background knowledge, lived experiences, and cultural and linguistic assets.

The purpose of this competitive, state-funded grant is to support the implementation of programs designed to prevent hate crimes and incidences of bias in public schools as defined under M.G.L. Chapter 22C, Section 32.

The priorities of this grant includes ensuring that each school creates a safe, positive, healthy, culturally responsive, equitable, and inclusive whole-school learning environment, and makes effective use of a system for integrating services and aligning initiatives that promote students' behavioral health and wellness. Funds will go towards the cost of our mental health partner, Cartwheel Care.

This grant is for implementing the Special Olympics Unified Champion Schools program and committing to being a Unified Champion School and completing at least one activity in each of the three core areas of Unified Sports, Inclusive Youth Leadership, and Whole School Engagement for a minimum of three years. Funds can be used for things like teacher/coach stipends, equipment and supplies, uniforms, and transportation.

At Ottoson, students learn digital music skills, and record and create music/audio projects.

This grant is to help create a soundproof studio space in the music room/area for students to record such projects rather than the corners of the music room or in the hallways. OMS will purchase a soundproof door and panels for a small production studio, while offering additional instructional opportunities on sound waves, frequency analysis, and engineering.

Artists will visit the AHS Photography, Film, and Animation classes to discuss their work, answer questions about their career path, give a professional critique of a student's work, and/or run an art-making workshop using a technique they employ in their own practice.

This grant will allow Anthony Valentine, a renowned motivational speaker and founder of KultureMAG, to speak with 8th-grade students on the topics of belonging, resilience, and positive student culture. Known as "Valentine" to his friends and supporters, he brings a unique perspective shaped by his journey as an entrepreneur, EMT, and multimedia creator. His talk will empower students to see their potential, embrace their personal stories, and strengthen their connection to the school community.

The goal of this project is to develop fine motor bins of specialized tools selected by the school's occupational therapist to improve the fine motor skills of students in each of Thompson's four Kindergarten classrooms. Only a few students receive support through the OT, so this will allow all Kindergarten students to have access to specialized tools, which will help them successfully foster academic growth and independently engage in self-care skills. Menotomy to buy a 3D printer to custom-make learning manipulatives based on popular children's books that they use in the classrooms. They will create leveled lesson cards to use for different levels of learning, from access level through rigor/challenge level of learning, with intermediate steps in between.

As part of the town-wide Arlington250 festivities, 90-150 students in grades 3-12 will have the opportunity to display their artwork on poles in Capitol Square, Arlington Heights, and outside the High School. This year's theme will be "Arlington: 250 Years of Revolution and Change." This grant is to offer a five-day professional learning experience for all educators while providing them access to co-created interdisciplinary curriculum modules and district kits (Beebots and Finches). The APS Digital learning team is also committed to providing continuous and reflective in-class implementation support, and explicit instruction during digital learning classes throughout the school year.

This Development & Expansion grant expands on last year's Lego Spike Innovations Grant for the elementary schools. This grant goes toward bringing new technology to grades 6-8 for the digital learning team.



Town of Arlington, Massachusetts

9:00 p.m. Consent Agenda (P. Schlichtman)

Summary:

- *Warrant #: 25146, 12-19-2024, \$1,060,868.16
- *FY25 Competitive Grants as of 12-18-24_SC
- *Draft School Committee Meeting Minutes, December 5, 2024

ATTACHMENTS:

Type	File Name	Description
▢ Warrant	Warrant_#25146__12-19-2024__\$1_060_868.16.pdf	Warrant #25146, 12-19-2024, \$1,060,868.16
▢ Report	FY25_Competitive_Grants_as_of_12-18-24_SC.pdf	FY25 Competitive Grants as of 12-18-24_SC
▢ Minutes	Arlington_School_Committee_DRAFT_Meeting_Minutes_-_December_5__2024.pdf	Arlington School Committee DRAFT Meeting Minutes - December 5, 2024

APPROVAL OF ACCOUNTS PAYABLE

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number: 25146 Total Warrant Amount: \$1,060,868.16
Dated: 12/19/2024

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

Signed by:

Francis Gorski

71D40A62CEC8443...

Superintendent of Schools/Chief Financial Officer

DocuSigned by:

[Signature]

7798F1DD718442C...

School Committee

School Committee

Signed by:

Laura Gitelson

DA0FBF16C4E34E3...

Signed by:

Kirsi Allison-Ampe

800CADFC1FC24A3...

School Committee

Signed by:

Jane Morgan

281425FB7981481...

School Committee

12/13/2024 10:57 | TOWN OF ARLINGTON
izheng | TOWN OF ARLINGTON

| P 1
| apwarnt

DATE: 12/19/2024 WARRANT: 25146 AMOUNT: \$ 1,060,868.16

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE
SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE
AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS
INDICATED.

TOWN MANAGER

DocuSigned by:
James Feeney 12/17/2024
10420207607D480...

COMPTROLLER

DocuSigned by:
ida cody 12/17/2024
C6A066A76DFB438...

12/13/2024 10:57 | TOWN OF ARLINGTON
izheng | DETAIL INVOICE LIST

| P 2
| apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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						CHECK TOTAL	599.56	-----	
37607	A WELLNESS EDUCATION N 1 12013806 510102 6200	00000	252996	INV	12/19/2024	24040 600.00 600.00 Invoice Net	515566		
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39400	ABCO RENTAL & STORAGE 1 03345302 520625 3300	00000	250042	INV	12/19/2024	131140 87.50 87.50 Invoice Net	515186		
						CHECK TOTAL	87.50	-----	
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	12/19/2024	K43943-00 642.85 642.85 Invoice Net	514699		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	12/19/2024	K29230-00 432.85 432.85 Invoice Net	514701		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	12/19/2024	J87416-00 1,109.63 1,109.63 Invoice Net	514705		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	12/19/2024	J78029-00 615.18 615.18 Invoice Net	514708		
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41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	12/19/2024	K65406-00 567.63 567.63 Invoice Net	514846		
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41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	12/19/2024	L03505-00 639.98 639.98 Invoice Net	515673		

Invoice Net

639.98
CHECK TOTAL 6,056.83

12/13/2024 10:57 | TOWN OF ARLINGTON
izheng | DETAIL INVOICE LIST

| P 3
| apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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	1 03345322 520404 3300			TRANSP Tra	CTR CONTRA	1,275.00			
				Invoice Net		1,275.00			
36541	ACTION AMBULANCE SERVI	00000	251394	INV	12/19/2024	5208	515189		
	1 03345322 520404 3300			TRANSP Tra	CTR CONTRA	3,950.00			
				Invoice Net		3,950.00			
36541	ACTION AMBULANCE SERVI	00000	251551	INV	12/19/2024	5211	515192		
	1 03343092 520404 3300			TRANSP Tra	CTR CONTRA	2,890.00			
				Invoice Net		2,890.00			
36541	ACTION AMBULANCE SERVI	00000	251551	INV	12/19/2024	5213	515194		
	1 03343092 520404 3300			TRANSP Tra	CTR CONTRA	5,270.00			
				Invoice Net		5,270.00			
36541	ACTION AMBULANCE SERVI	00000	251551	INV	12/19/2024	5214	515195		
	1 03343092 520404 3300			TRANSP Tra	CTR CONTRA	425.00			
				Invoice Net		425.00			
36541	ACTION AMBULANCE SERVI	00000	251551	INV	12/19/2024	5212	515196		
	1 03343092 520404 3300			TRANSP Tra	CTR CONTRA	5,270.00			
				Invoice Net		5,270.00			
36541	ACTION AMBULANCE SERVI	00000	251551	INV	12/19/2024	5210	515198		
	1 03343092 520404 3300			TRANSP Tra	CTR CONTRA	1,360.00			
				Invoice Net		1,360.00			
				CHECK TOTAL		20,440.00			-----
36077	ALLENKINGSLEY INC	00000	252994	INV	12/19/2024	2969	515561		
	1 12013802 510102 6200			ADULT FALL	PS TEACHER	825.00			
	2 12013806 510102 6200			YOUTH FALL	PS TEACHER	880.00			
				Invoice Net		1,705.00			
				CHECK TOTAL		1,705.00			-----
30857	STEVE SKIFFINGTON	00001	252433	INV	12/19/2024	2534	515183		
	1 03345322 520404 3300			TRANSP Tra	CTR CONTRA	1,665.00			
				Invoice Net		1,665.00			
				CHECK TOTAL		1,665.00			-----
38648	AMAZON CAPITAL SERVICE	00001	250868	INV	12/19/2024	1TTX-79NT-CTQD	514683		
	1 03325202 520509 4220			FAC Facili	SM ELECTRI	394.42			
				Invoice Net		394.42			
38648	AMAZON CAPITAL SERVICE	00001	252759	INV	12/19/2024	1FNF-49KK-4NWL	514881		
	1 03100042 520523 2430			BISHOP Ele	SM OFFICE	44.97			
	2 03100042 520525 2430			BISHOP Ele	SM REPRO P	292.65			

38648	AMAZON CAPITAL SERVICE 1 12013801 520523 6200	Invoice Net				337.62	515663
		00001	251059	INV	12/19/2024	1LGY-96D4-9GXW	
		COMED	ADMI	SM	OFFICE	305.53	
38648	AMAZON CAPITAL SERVICE 1 12013801 520523 6200	Invoice Net				305.53	515664
		00001	251059	INV	12/19/2024	1R6W-F4KK-QG3X	
		COMED	ADMI	SM	OFFICE	52.97	
		Invoice Net				52.97	

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| DETAIL INVOICE LIST

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	12/19/2024	1XCT-CH4M-4HHQ	515665		
	1 12013801 520523 6200	COMED ADMI		SM OFFICE		378.93			
		Invoice Net				378.93			
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	12/19/2024	1XRP-91FM-WCMY	515666		
	1 12013801 520523 6200	COMED ADMI		SM OFFICE		158.06			
		Invoice Net				158.06			
				CHECK	TOTAL	1,627.53			-----
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	29932	514492		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		771.61			
		Invoice Net				771.61			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	30162	514494		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		8,387.48			
		Invoice Net				8,387.48			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	30171	514496		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		5,974.28			
		Invoice Net				5,974.28			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	30163	514497		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		2,484.25			
		Invoice Net				2,484.25			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	30333	514498		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		8,495.64			
		Invoice Net				8,495.64			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	30335	514499		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		8,915.18			
		Invoice Net				8,915.18			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	30337	514500		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		3,184.28			
		Invoice Net				3,184.28			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	130000703	514501		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		3,081.69			
		Invoice Net				3,081.69			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	130000765	514502		
	1 03325202 520411 4220	FAC Facili		CTR HVAC C		1,426.20			
		Invoice Net				1,426.20			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	130000826	514504		

1	03325202	520411	4220	FAC Facili	CTR HVAC C	1,940.40	
				Invoice Net		1,940.40	
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	130000854	514506
1	03325202	520411	4220	FAC Facili	CTR HVAC C	367.80	
				Invoice Net		367.80	
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	29762	514772
1	03325202	520411	4220	FAC Facili	CTR HVAC C	4,663.64	
				Invoice Net		4,663.64	
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	29833	514773
1	03325202	520411	4220	FAC Facili	CTR HVAC C	7,754.65	
				Invoice Net		7,754.65	

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	29614	514774		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			13,028.02			
		Invoice Net				13,028.02			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	29811	514775		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			351.00			
		Invoice Net				351.00			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	30155	514782		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			3,485.37			
		Invoice Net				3,485.37			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	130000702	514783		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,359.00			
		Invoice Net				1,359.00			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	130000714	514784		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			351.00			
		Invoice Net				351.00			
32425	AMBIENT TEMPERATURE CO	00000	251273	INV	12/19/2024	130000738	514785		
1	03325202 520411 4220	FAC Facili	CTR HVAC C			1,359.00			
		Invoice Net				1,359.00			
						CHECK TOTAL	77,380.49	-----	
1195	AMERICAN ALARM & COMMU	00000	253013	INV	12/19/2024	1569994	515039		
1	03325202 520418 4225	FAC Facili	CTR SECURI			1,785.00			
		Invoice Net				1,785.00			
1195	AMERICAN ALARM & COMMU	00000	253013	INV	12/19/2024	1577242	515040		
1	03325202 520418 4225	FAC Facili	CTR SECURI			255.00			
		Invoice Net				255.00			
1195	AMERICAN ALARM & COMMU	00000	253013	INV	12/19/2024	1569576	515041		
1	03325202 520418 4225	FAC Facili	CTR SECURI			1,530.00			
		Invoice Net				1,530.00			
1195	AMERICAN ALARM & COMMU	00000	253013	INV	12/19/2024	1577392	515042		
1	03325202 520418 4225	FAC Facili	CTR SECURI			289.60			
		Invoice Net				289.60			

1195 AMERICAN ALARM & COMMU 00000 251297 INV 12/19/2024
1 03325202 520418 4225 FAC Facili CTR SECURI
Invoice Net

31231 KB INDUSTRIES, INC. 00000 252272 INV 12/19/2024
1 03221112 520518 2415 C&I Math SM INSTRUC
Invoice Net

24592 ANNS CHRISTIAN LEARNIN 00000 253126 INV 12/19/2024
1 03233012 520416 2305 SpEd Speci CTR PROFES
Invoice Net

1577353 515043
300.50
300.50
CHECK TOTAL 4,160.10 -----

261608 515638
481.95
481.95
CHECK TOTAL 481.95 -----

APS-1012 515513
647.50
647.50
CHECK TOTAL 647.50 -----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
70197	APPLE INC. 1 03150042 520508 2420	00005	252459	INV 12/19/2024 STRATTON E SM EDUCATI Invoice Net		MB30353595 329.00 329.00 CHECK TOTAL 329.00 -----	514876		
31856	AQUA BARRIERS INC 1 03325202 520417 4220	00000	253042	INV 12/19/2024 FAC Facili CTR ROOF R Invoice Net		30768 515047 3,371.92 3,371.92 CHECK TOTAL 3,371.92 -----			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	250033	INV 12/19/2024 SpEd Speci CTR PROFES Invoice Net		HOMECONSULTSVC_EVNOV 515584 738.75 738.75			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	250032	INV 12/19/2024 SpEd Speci CTR PROFES Invoice Net		HOMECONSULTSVC_ATNOV 515586 1,061.25 1,061.25			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	250031	INV 12/19/2024 SpEd Speci CTR PROFES Invoice Net		HOMEABASVC_MSNOV24 515589 1,165.00 1,165.00			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	250030	INV 12/19/2024 SpEd Speci CTR PROFES Invoice Net		HOMEABASVC_AMNOV24 515591 1,412.50 1,412.50			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	250028	INV 12/19/2024 SpEd Speci CTR PROFES Invoice Net		HOMECONSULTSVC_DLNOV 515593 750.00 750.00			
29770	ARISE CONSULTING SERVI 1 03233012 520416 2320	00001	252432	INV 12/19/2024 SpEd Speci CTR PROFES Invoice Net		ABACONSULTSVC_JL_NOV 515596 747.50 747.50			

29770	ARISE CONSULTING SERVI	00001	251987	INV	12/19/2024	HOMEABASVC_JHNOV24	515598	
1	03233012 520416 2320	SpEd Speci	CTR PROFES			460.00		
		Invoice Net				460.00		
29770	ARISE CONSULTING SERVI	00001	250011	INV	12/19/2024	HOMECONSULTSVC_BHNOV	515601	
1	03233012 520416 2320	SpEd Speci	CTR PROFES			1,556.25		
		Invoice Net				1,556.25		
29770	ARISE CONSULTING SERVI	00001	250010	INV	12/19/2024	HOMECONSULTSVC_LCNOV	515602	
1	03233012 520416 2320	SpEd Speci	CTR PROFES			1,722.50		
		Invoice Net				1,722.50		
		CHECK TOTAL				9,613.75		-----
1365	ARLINGTON BOYS & GIRLS	00000	250693	INV	12/19/2024	850329	514892	
1	03256162 520402 3510	ATHLETICS	CTR ATHLET			7,492.50		
		Invoice Net				7,492.50		
		CHECK TOTAL				7,492.50		-----
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	12/19/2024	1232274	514691	
1	03325202 520503 4220	FAC Facili	SM CARPENT			993.56		
		Invoice Net				993.56		

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	12/19/2024	1231498	514692		
1	03325202 520503 4220	FAC Facili	SM CARPENT			105.90			
		Invoice Net				105.90			
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	12/19/2024	1232346	514693		
1	03325202 520503 4220	FAC Facili	SM CARPENT			1,035.85			
		Invoice Net				1,035.85			
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	12/19/2024	1230773	514695		
1	03325202 520503 4220	FAC Facili	SM CARPENT			298.43			
		Invoice Net				298.43			
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	12/19/2024	1229362	514696		
1	03325202 520503 4220	FAC Facili	SM CARPENT			241.92			
		Invoice Net				241.92			
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	12/19/2024	1216157	514697		
1	03325202 520503 4220	FAC Facili	SM CARPENT			8.99			
		Invoice Net				8.99			
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	12/19/2024	1234540	514698		
1	03325202 520503 4220	FAC Facili	SM CARPENT			94.00			
		Invoice Net				94.00			
1376	ARLINGTON COAL & LUMBE	00000	252549	INV	12/19/2024	1251703	515686		
1	12345 520619 3520	GILBERT &	OE MISC EX			1,231.72			
		Invoice Net				1,231.72			
		CHECK TOTAL				4,010.37			-----
64047	ARLINGTON RETIREMENT B	00001	252870	INV	12/19/2024	TITLE1TUTORETIREFY24	515453		

1	10012024	520626	5100	TITLE I DI	OE PENSION	8,625.46			
				Invoice Net		8,625.46			
64047	ARLINGTON RETIREMENT B	00001	252921	INV	12/19/2024	FY24NONLICESSER3RETI	515454		
1	10132022	520622	5100	ESSER III	OE MTRB PE	13,142.17			
				Invoice Net		13,142.17			
				CHECK TOTAL		21,767.63			-----
1446	ARLMONT GLASS CO	00000	252760	INV	12/19/2024		515037		
1	03325202	520530	4220	FAC Facili	SM WINDOW	9295			
				Invoice Net		109.90			
				CHECK TOTAL		109.90			-----
70266	ASCD	00002	253125	INV	12/19/2024	MBRSHP# 2155471	515680		
1	03214012	520629	1210	ADMIN Supe	OE PROFESS	75.00			
				Invoice Net		75.00			
				CHECK TOTAL		75.00			-----
33065	ATKINSON CARPET INSTAL	00000	253046	INV	12/19/2024		515046		
1	43002402	585015		SCH FLOOR	ELECTRICAL	11027			
2	03325202	520513	4220	FAC Facili	SM FLOORIN	7,689.89			
				Invoice Net		2,300.06			
				CHECK TOTAL		9,989.95			-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43677	ATLAS, JOAN L	00000	253002	INV	12/19/2024	Fall24 Speaking	515587		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			360.00			
		Invoice Net				360.00			
		CHECK TOTAL				360.00			-----
24394	AUDIOLOGY AND HEARING	00000	250025	INV	12/19/2024		515127		
1	03233012 520416 2320	SpEd Speci	CTR PROFES			42404			
2	03233012 520615 2420	SpEd Speci	OE INSTRUC			75.00			
		Invoice Net				40.00			
		CHECK TOTAL				115.00			-----
43379	PEDIATRIC SERVICES OF	00001	250389	INV	12/19/2024		515118		
1	03233012 520416 2320	SpEd Speci	CTR PROFES			4814001			
		Invoice Net				3,469.50			
		CHECK TOTAL				3,469.50			-----
74780	B&H FOTO & ELECTRONICS	00002	252823	INV	12/19/2024		514895		
1	03021172 520518 2415	OMS Music	SM INSTRUC			229057327			
		Invoice Net				106.63			
74780	B&H FOTO & ELECTRONICS	00002	252632	INV	12/19/2024		514896		
						228737529			

1	03011202	520518	2415	AHS Art	SM INSTRUC	112.82		
				Invoice Net		112.82		
74780	B&H FOTO & ELECTRONICS	00002	252624	INV	12/19/2024	228768475	514897	
1	03999012	520518	2415	INSTRUCT	SM INSTRUC	1,544.04		
				Invoice Net		1,544.04		
74780	B&H FOTO & ELECTRONICS	00002	252322	INV	12/19/2024	228504142	514898	
1	03020052	520604	4230	OMS Second	OE CAPITAL	50.71		
				Invoice Net		50.71		
74780	B&H FOTO & ELECTRONICS	00002	252271	INV	12/19/2024	228398975	514899	
1	03994102	520502	1230	C&F ENGAGE	SM ATHLETI	129.57		
				Invoice Net		129.57		
74780	B&H FOTO & ELECTRONICS	00002	252322	INV	12/19/2024	228403765	514900	
1	03020052	520604	4230	OMS Second	OE CAPITAL	43.45		
				Invoice Net		43.45		
				CHECK TOTAL		1,987.22		-----
41791	B-SQUAD INC	00000	252866	INV	12/19/2024	BSQ-230116	515112	
1	03343092	520404	3300	TRANSP Tra	CTR CONTRA	3,645.00		
				Invoice Net		3,645.00		
				CHECK TOTAL		3,645.00		-----
24583	BAYSTATE INTERPRETERS,	00001	252718	INV	12/19/2024	361218	514732	
1	12223001	520601	2415	FOREIGN LA	OE OTHER E	135.00		
				Invoice Net		135.00		
				CHECK TOTAL		135.00		-----
29840	MACMILLAN HOLDINGS LLC	00005	252263	INV	12/19/2024	55864155	515226	

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1	03221112 520528 2410	C&I Math		SM TEXTBOO		1,072.37			
		Invoice Net				1,072.37			
				CHECK TOTAL		1,072.37			-----
24170	THE CHILDREN'S CENTER	00001	250445	INV	12/19/2024	64108	515533		
1	03233052 520645 9300	SpEd One t		OE TUITION		5,437.80			
2	03233062 520645 9300	SpEd Out o		OE TUITION		8,989.92			
		Invoice Net				14,427.72			
24170	THE CHILDREN'S CENTER	00001	250066	INV	12/19/2024	63963	515534		
1	03233062 520645 9300	SpEd Out o		OE TUITION		5,498.46			
		Invoice Net				5,498.46			
				CHECK TOTAL		19,926.18			-----
41812	BHARGAVA, SWASTI	00000	252997	INV	12/19/2024	Bollyx-11/20/24	515568		
1	12013802 510102 6200	ADULT FALL		PS TEACHER		800.00			
		Invoice Net				800.00			

				CHECK TOTAL	800.00	-----
43721	BLUMENTHAL, DENISE A	00000	253003 INV 12/19/2024	Fall24-Entertain	515590	
1	12013802 510102 6200	ADULT FALL PS TEACHER		150.00		
2	12013802 520518 6200	ADULT FALL SM INSTRUC		290.00		
				Invoice Net	440.00	
				CHECK TOTAL	440.00	-----
41967	BLW ENGINEERS INC	00000	252854 INV 12/19/2024	24374-1	515035	
1	53002508 585092	SCH RTU UP RTU		11,400.00		
				Invoice Net	11,400.00	
41967	BLW ENGINEERS INC	00000	252855 INV 12/19/2024	24375-1	515036	
1	53002508 585092	SCH RTU UP RTU		9,500.00		
				Invoice Net	9,500.00	
				CHECK TOTAL	20,900.00	-----
32609	BODA BORG BOSTON LLC	00000	252639 INV 12/19/2024	95954853-270842	515092	
1	03020052 520610 2440	OMS Second OE FIELD T		3,508.00		
				Invoice Net	3,508.00	
32609	BODA BORG BOSTON LLC	00000	252333 INV 12/19/2024	95924601-270737	515647	
1	03020052 520610 2440	OMS Second OE FIELD T		2,372.48		
				Invoice Net	2,372.48	
				CHECK TOTAL	5,880.48	-----
22234	THE BOOK RACK	00001	252341 INV 12/19/2024	328373	515241	
1	03151162 520528 2410	STRATTON L SM TEXTBOO		631.01		
				Invoice Net	631.01	
				CHECK TOTAL	631.01	-----
70500	TRUSTEES OF BOSTON COL	00006	252932 INV 12/19/2024	1423	515205	
1	03221002 520416 1220	C&I C&I Le CTR PROFES		12,000.00		
				Invoice Net	12,000.00	

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|TOWN OF ARLINGTON
|DETAIL INVOICE LIST

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
				CHECK TOTAL		12,000.00			-----
35698	BOSTON KILN SALES & SE	00000	246189 INV 12/19/2024	12531 - Kiln	515542				
1	12013801 520615 6200	COMED ADMI OE INSTRUC		8,312.00					
				Invoice Net	8,312.00				
				CHECK TOTAL		8,312.00			-----
27406	CARPET CONNECTION	00001	252711 INV 12/19/2024	7563	514686				
1	43002207 582003	BISHOP ENV BUILDING R		545.00					
				Invoice Net	545.00				
				CHECK TOTAL		545.00			-----

43019	BRIDGING INDEPENDENT L	00000	250006	INV	12/19/2024	4378	515569	
1	03233012 520416 2320	SpEd Speci	CTR PROFES			710.00		
		Invoice Net				710.00		
43019	BRIDGING INDEPENDENT L	00000	252623	INV	12/19/2024	4378.	515570	
1	03233012 520416 2320	SpEd Speci	CTR PROFES			562.50		
		Invoice Net				562.50		
		CHECK	TOTAL			1,272.50		-----
23730	BROCCOLI HALL INC.	00000	252598	INV	12/19/2024	12986	515531	
1	03233062 520645 9300	SpEd Out o	OE TUITION			6,666.28		
		Invoice Net				6,666.28		
		CHECK	TOTAL			6,666.28		-----
43046	BUCKWALTER, CORRY CRAI	00000	252998	INV	12/19/2024	Landscape 11/20/24	515571	
1	12013802 510102 6200	ADULT FALL	PS TEACHER			640.00		
2	12013802 520518 6200	ADULT FALL	SM INSTRUC			20.00		
		Invoice Net				660.00		
43046	BUCKWALTER, CORRY CRAI	00000	253142	INV	12/19/2024	Paint 10/1-12/3/24	515652	
1	12013802 510102 6200	ADULT FALL	PS TEACHER			900.00		
		Invoice Net				900.00		
		CHECK	TOTAL			1,560.00		-----
71020	C.A.S.E. COLLABORATIVE	00001	250449	INV	12/19/2024	ST2409-0006	515115	
1	03233062 520645 9400	SpEd Out o	OE TUITION			10,715.40		
		Invoice Net				10,715.40		
71020	C.A.S.E. COLLABORATIVE	00001	250449	INV	12/19/2024	ST2410-0006	515536	
1	03233062 520645 9400	SpEd Out o	OE TUITION			11,786.94		
		Invoice Net				11,786.94		
		CHECK	TOTAL			22,502.34		-----
70693	CAM OFFICE SERVICES, I	00000	251926	INV	12/19/2024	48298A	514844	
1	03140042 520525 2430	PEIRCE Ele	SM REPRO P			525.04		
		Invoice Net				525.04		
		CHECK	TOTAL			525.04		-----

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| DETAIL INVOICE LIST

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
18811	FEI THEATRES	00002	252547	INV	12/19/2024	AASPGIBBS11/13/24	515100		
1	12113902 520610 3520	EXTEND DAY	OE FIELD T			360.00			
		Invoice Net				360.00			
		CHECK	TOTAL			360.00			-----
71159	CARDINAL CUSHING CENTE	00000	250077	INV	12/19/2024	89399	515532		
1	03233062 520645 9300	SpEd Out o	OE TUITION			26,106.00			
		Invoice Net				26,106.00			

				CHECK TOTAL	26,106.00	-----
26998	CARLSON, CHRIS	00000	253097 INV 12/19/2024	REIMMAAPS766SCHFAIR	515539	
	1 03231222 520644 2356	SpEd Profe	OE TRAININ	50.00		
		Invoice Net		50.00		
				CHECK TOTAL	50.00	-----
28153	CARLSON, STEFANIE	00000	252869 INV 12/19/2024	REIMSELF CARETEACHWEL	515096	
	1 03221222 520612 2354	C&I Profes	OE GRADUAT	50.00		
		Invoice Net		50.00		
28153	CARLSON, STEFANIE	00000	252868 INV 12/19/2024	REIMSUCCESSFULMSCLAS	515097	
	1 03221222 520612 2354	C&I Profes	OE GRADUAT	271.00		
		Invoice Net		271.00		
				CHECK TOTAL	321.00	-----
43628	CBC TRANS LLC	00000	252437 INV 12/19/2024	1143	515177	
	1 03345322 520404 3300	TRANSP Tra	CTR CONTRA	4,675.00		
		Invoice Net		4,675.00		
				CHECK TOTAL	4,675.00	-----
43483	CHATTERBOXES LLC	00001	251621 INV 12/19/2024	32727	515119	
	1 03233012 520416 2320	SpEd Speci	CTR PROFES	5,221.50		
		Invoice Net		5,221.50		
43483	CHATTERBOXES LLC	00001	251621 INV 12/19/2024	32704	515121	
	1 03233012 520416 2320	SpEd Speci	CTR PROFES	7,611.00		
		Invoice Net		7,611.00		
43483	CHATTERBOXES LLC	00001	251621 INV 12/19/2024	32749	515122	
	1 03233012 520416 2320	SpEd Speci	CTR PROFES	1,121.00		
		Invoice Net		1,121.00		
				CHECK TOTAL	13,953.50	-----
34159	JAMES M. DONAHER	00001	250004 INV 12/19/2024	22-2742	515133	
	1 03233012 520416 2330	SpEd Speci	CTR PROFES	499.80		
		Invoice Net		499.80		
34159	JAMES M. DONAHER	00001	250004 INV 12/19/2024	22-2739	515134	
	1 03233012 520416 2330	SpEd Speci	CTR PROFES	417.92		
		Invoice Net		417.92		
34159	JAMES M. DONAHER	00001	250004 INV 12/19/2024	22-2738	515135	
	1 03233012 520416 2330	SpEd Speci	CTR PROFES	132.52		
		Invoice Net		132.52		

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
34159	JAMES M. DONAHER	00001	250004 INV 12/19/2024	22-2737	515136				
	1 03233012 520416 2330	SpEd Speci	CTR PROFES	937.92					
		Invoice Net		937.92					
34159	JAMES M. DONAHER	00001	250004 INV 12/19/2024	22-2736	515137				

	1	03233012	520416	2330	SpEd Speci	CTR PROFES	817.68		
					Invoice Net		817.68		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2712	515138	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	63.08		
					Invoice Net		63.08		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2724	515139	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	96.24		
					Invoice Net		96.24		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2720	515140	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	75.00		
					Invoice Net		75.00		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2719	515141	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	1,167.48		
					Invoice Net		1,167.48		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2718	515142	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	104.60		
					Invoice Net		104.60		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2707	515143	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	725.12		
					Invoice Net		725.12		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2704	515144	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	312.72		
					Invoice Net		312.72		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2746	515146	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	233.60		
					Invoice Net		233.60		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2745	515147	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	360.84		
					Invoice Net		360.84		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2751	515574	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	942.12		
					Invoice Net		942.12		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2752	515576	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	342.64		
					Invoice Net		342.64		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2753	515577	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	164.28		
					Invoice Net		164.28		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2754	515578	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	403.56		
					Invoice Net		403.56		
34159	JAMES M. DONAHER				00001	250004 INV 12/19/2024	22-2755	515582	
	1	03233012	520416	2330	SpEd Speci	CTR PROFES	104.16		
					Invoice Net		104.16		

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25146

12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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				CHECK TOTAL	7,901.28	-----
43382	COFFMAN SPECIALTIES CO	00000	251197 INV 12/19/2024	17814	514882	
	1 03011042 520518 2415	AHS Family	SM INSTRUC	222.19		
		Invoice Net		222.19		
43382	COFFMAN SPECIALTIES CO	00000	251197 INV 12/19/2024	17758	514883	
	1 03011042 520518 2415	AHS Family	SM INSTRUC	123.53		
		Invoice Net		123.53		
43382	COFFMAN SPECIALTIES CO	00000	251197 INV 12/19/2024	17788	514884	
	1 03011042 520518 2415	AHS Family	SM INSTRUC	221.94		
		Invoice Net		221.94		
				CHECK TOTAL	567.66	-----
2410	COLLINS OFFICE SYSTEMS	00000	252062 INV 12/19/2024	17500	514806	
	1 03140042 520518 2415	PEIRCE Ele	SM INSTRUC	493.70		
		Invoice Net		493.70		
				CHECK TOTAL	493.70	-----
25897	COMBUSTION SERVICE COM	00000	250865 INV 12/19/2024	36599	514914	
	1 03325202 520403 4220	FAC Facili	CTR BOILER	270.00		
		Invoice Net		270.00		
25897	COMBUSTION SERVICE COM	00000	250865 INV 12/19/2024	36615	514917	
	1 03325202 520403 4220	FAC Facili	CTR BOILER	270.00		
		Invoice Net		270.00		
25897	COMBUSTION SERVICE COM	00000	250865 INV 12/19/2024	36661	515034	
	1 03325202 520403 4220	FAC Facili	CTR BOILER	270.00		
		Invoice Net		270.00		
				CHECK TOTAL	810.00	-----
43742	VOX MONTI HOLDING CO I	00000	253146 INV 12/19/2024	No1: ASL Fall24	515656	
	1 12013802 510102 6200	ADULT FALL	PS TEACHER	800.00		
	2 12013806 510102 6200	YOUTH FALL	PS TEACHER	480.00		
		Invoice Net		1,280.00		
				CHECK TOTAL	1,280.00	-----
42628	CONNELL, KATHERINE	00000	252311 INV 12/19/2024	REIMMILEAGEDNOVFY24	515153	
	1 03233012 520603 2352	SpEd Speci	OE BUSINES	20.63		
		Invoice Net		20.63		
				CHECK TOTAL	20.63	-----
71088	COTTING SCHOOL INC	00000	250095 INV 12/19/2024	INV1627	515528	
	1 03233062 520645 9300	SpEd Out o	OE TUITION	11,527.20		
		Invoice Net		11,527.20		
71088	COTTING SCHOOL INC	00000	250076 INV 12/19/2024	INV1626	515529	
	1 03233062 520645 9300	SpEd Out o	OE TUITION	11,527.20		
		Invoice Net		11,527.20		
71088	COTTING SCHOOL INC	00000	250075 INV 12/19/2024	INV1625	515530	

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03233062 520645 9300	SpEd Out o		OE TUITION		11,527.20			
		Invoice Net				11,527.20			
						CHECK TOTAL	34,581.60		-----
32644	COUNCIL OF ADMINISTRAT	00001	251951	INV	12/19/2024	CONF&DUES_NEIDSON	515094		
	1 03221222 520629 2354	C&I Profes		OE PROFESS		500.00			
		Invoice Net				500.00			
						CHECK TOTAL	500.00		-----
17924	CRYSTAL SPRINGS INC.	00000	250073	INV	12/19/2024	2176	515527		
	1 03233062 520645 9300	SpEd out o		OE TUITION		30,353.40			
		Invoice Net				30,353.40			
						CHECK TOTAL	30,353.40		-----
36366	DALE, ALEXANDRA	00000	252995	INV	12/19/2024	1366	515563		
	1 12013802 510102 6200	ADULT FALL		PS TEACHER		175.00			
		Invoice Net				175.00			
						CHECK TOTAL	175.00		-----
42226	DELMONICO, PAUL A	00000	253080	INV	12/19/2024	1197	515609		
	1 12013802 510102 6200	ADULT FALL		PS TEACHER		640.00			
	2 12013804 510102 6200	ADULT SPRN		PS TEACHER		480.00			
		Invoice Net				1,120.00			
						CHECK TOTAL	1,120.00		-----
36265	KRISTIN DEMING	00000	252748	INV	12/19/2024	REIMREGFEENEAOAWKSH	515267		
	1 03131172 520518 2415	HARDY Musi		SM INSTRUC		55.00			
		Invoice Net				55.00			
						CHECK TOTAL	55.00		-----
16537	DEVEREAUX, WILLIAM	00000	252912	INV	12/19/2024	154951	514845		
	1 03256002 520402 3510	ATHLETICS		CTR ATHLET		99.00			
		Invoice Net				99.00			
						CHECK TOTAL	99.00		-----
30560	NRG BUSINESS MARKETING	00002	250143	INV	12/19/2024	HS44569650	514891		
	1 03325202 520623 4120	FAC Facili		OE NATURAL		786.96			
		Invoice Net				786.96			
30560	NRG BUSINESS MARKETING	00002	250143	INV	12/19/2024	HS44569483	514893		
	1 03325202 520623 4120	FAC Facili		OE NATURAL		13,378.76			
		Invoice Net				13,378.76			
30560	NRG BUSINESS MARKETING	00002	250143	INV	12/19/2024	HS44571047	514894		
	1 03325202 520623 4120	FAC Facili		OE NATURAL		1,089.03			
		Invoice Net				1,089.03			
30560	NRG BUSINESS MARKETING	00002	250143	INV	12/19/2024	HS44474535	515001		
	1 03325202 520623 4120	FAC Facili		OE NATURAL		756.11			
		Invoice Net				756.11			

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25146

12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	16,010.86		-----
42609	METROPOLITAN FOODS INC	00000	251102	INV	12/19/2024	310105	515343		
	1 03021042 520518 2415	OMS Family	SM INSTRUC			115.39			
		Invoice Net				115.39			
42609	METROPOLITAN FOODS INC	00000	251102	INV	12/19/2024	310106	515347		
	1 03021042 520518 2415	OMS Family	SM INSTRUC			207.00			
		Invoice Net				207.00			
42609	METROPOLITAN FOODS INC	00000	251121	INV	12/19/2024	343489	515349		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			283.68			
		Invoice Net				283.68			
42609	METROPOLITAN FOODS INC	00000	251121	INV	12/19/2024	343490	515353		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			151.16			
		Invoice Net				151.16			
42609	METROPOLITAN FOODS INC	00000	251123	INV	12/19/2024	331630	515355		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			25.49			
		Invoice Net				25.49			
42609	METROPOLITAN FOODS INC	00000	251123	INV	12/19/2024	331631	515357		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			62.10			
		Invoice Net				62.10			
42609	METROPOLITAN FOODS INC	00000	251123	INV	12/19/2024	331629	515358		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			416.33			
		Invoice Net				416.33			
42609	METROPOLITAN FOODS INC	00000	251367	INV	12/19/2024	331626	515396		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			3,666.31			
		Invoice Net				3,666.31			
42609	METROPOLITAN FOODS INC	00000	251367	INV	12/19/2024	331627	515397		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			469.32			
		Invoice Net				469.32			
42609	METROPOLITAN FOODS INC	00000	251367	INV	12/19/2024	331628	515398		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			181.74			
		Invoice Net				181.74			
42609	METROPOLITAN FOODS INC	00000	251367	INV	12/19/2024	331632	515399		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			3,074.42			
		Invoice Net				3,074.42			
42609	METROPOLITAN FOODS INC	00000	251367	INV	12/19/2024	331634	515400		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			1,571.43			
		Invoice Net				1,571.43			
42609	METROPOLITAN FOODS INC	00000	251367	INV	12/19/2024	331633	515443		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			32.78			
		Invoice Net				32.78			
42609	METROPOLITAN FOODS INC	00000	251367	INV	12/19/2024	331635	515444		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			276.57			
		Invoice Net				276.57			
42609	METROPOLITAN FOODS INC	00000	251367	INV	12/19/2024	331636	515446		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			11,794.35			
		Invoice Net				11,794.35			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	12/19/2024	336533 4,193.42 Invoice Net 4,193.42	515447		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	12/19/2024	336534 1,237.14 Invoice Net 1,237.14	515448		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	12/19/2024	336530 1,836.50 Invoice Net 1,836.50	515449		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	12/19/2024	336531 70.74 Invoice Net 70.74	515450		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	12/19/2024	336532 136.98 Invoice Net 136.98	515451		
				CHECK TOTAL		29,802.85			-----
2908	DUDLEY AUTOMOTIVE SERV 1 03345302 520621 3300	00000	250014	INV	12/19/2024	33308 70.00 Invoice Net 70.00	515173		
				CHECK TOTAL		70.00			-----
34044	DYBDAL, NORA 1 12013802 510102 6200 2 12013806 510102 6200	00000	253076	INV	12/19/2024	Fall24 Art 52.50 YOUTH FALL PS TEACHER 315.00 Invoice Net 367.50	515604		
				CHECK TOTAL		367.50			-----
22653	ERIC ARMIN, INC. 1 03150042 520518 2415	00002	252831	INV	12/19/2024	INV1393676 15.80 Invoice Net 15.80	515264		
				CHECK TOTAL		15.80			-----
15252	EASTER SEALS OF MASSAC 1 03233012 520416 2320	00000	251868	INV	12/19/2024	110799 4,398.75 SpEd Speci CTR PROFES Invoice Net 4,398.75	515567		
				CHECK TOTAL		4,398.75			-----
33978	EFS EDUCATION LLC 1 12013806 510102 6200	00000	252993	INV	12/19/2024	2212 5,760.00 YOUTH FALL PS TEACHER Invoice Net 5,760.00	515560		
				CHECK TOTAL		5,760.00			-----
34229	EI US, LLC. 1 03233022 520416 2305	00003	251875	INV	12/19/2024	INV218717 322.00 SpEd Pupil CTR PROFES Invoice Net 322.00	515129		
34229	EI US, LLC.	00003	251875	INV	12/19/2024	INV220578	515130		

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25146

12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03233012 520416 2305	SpEd Speci		CTR PROFES		483.00			
		Invoice Net				483.00			
34229 EI US, LLC.		00003 251875	INV	12/19/2024		INV220577	515131		
	1 03233012 520416 2305	SpEd Speci		CTR PROFES		120.76			
		Invoice Net				120.76			
		CHECK TOTAL				925.76			-----
42394 EUREKA WORKSHOP LLC		00000 253081	INV	12/19/2024		000345	515611		
	1 12013806 510102 6200	YOUTH FALL	PS TEACHER			13,800.00			
		Invoice Net				13,800.00			
		CHECK TOTAL				13,800.00			-----
43630 EM PRODUCTS LLC		00000 252441	INV	12/19/2024		40520	515261		
	1 03020052 520604 4230	OMS Second	OE CAPITAL			281.74			
		Invoice Net				281.74			
		CHECK TOTAL				281.74			-----
1847 EVERSOURCE		00192 251213	INV	12/19/2024		74014609999 11/07/24	514871		
	1 03345302 520628 3300	TRANSP Tra	OE POWER E			635.98			
	2 32105 585000	PARKING ME	EQUIPMENT			342.45			
		Invoice Net				978.43			
1847 EVERSOURCE		00192 251213	INV	12/19/2024		74014609999 10/08/24	514872		
	1 03345302 520628 3300	TRANSP Tra	OE POWER E			477.49			
	2 32105 585000	PARKING ME	EQUIPMENT			360.22			
		Invoice Net				837.71			
1847 EVERSOURCE		00192 250127	INV	12/19/2024		74013054908 11/14/24	514873		
	1 03325202 520628 4130	FAC Facili	OE POWER E			730.32			
		Invoice Net				730.32			
1847 EVERSOURCE		00192 250127	INV	12/19/2024		81000041772 11/15/24	514887		
	1 03325202 520628 4130	FAC Facili	OE POWER E			86,223.21			
		Invoice Net				86,223.21			
		CHECK TOTAL				88,769.67			-----
38904 EXPLORE LEARNING LLC		00001 252498	INV	12/19/2024		8338918	515263		
	1 03221002 520504 2455	C&I C&I Le	SM COMPUTE			6,778.20			
		Invoice Net				6,778.20			
		CHECK TOTAL				6,778.20			-----
21724 FANTINI BAKING CO., IN		00000 251862	INV	12/19/2024		T613616	515379		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			584.75			
		Invoice Net				584.75			
21724 FANTINI BAKING CO., IN		00000 251862	INV	12/19/2024		T613617	515381		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			150.00			
		Invoice Net				150.00			
21724 FANTINI BAKING CO., IN		00000 251862	INV	12/19/2024		T613619	515382		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			58.34			

Invoice Net 58.34

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| TOWN OF ARLINGTON
| DETAIL INVOICE LIST

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	251862	INV	12/19/2024	T613618 216.00 216.00 Invoice Net	515383		
						CHECK TOTAL	1,009.09		-----
43415	FAY, STELLA 1 12013802 510328 6200	00000	253000	INV	12/19/2024	Fall24 Assist 180.00 180.00 Invoice Net	515575		
						CHECK TOTAL	180.00		-----
40938	FOLLETT CONTENT SOLUTI 1 03161162 520528 2410	00001	252351	INV	12/19/2024	466906A 801.33 801.33 Invoice Net	515268		
40938	FOLLETT CONTENT SOLUTI 1 03161162 520528 2410	00001	252351	INV	12/19/2024	466906 2,835.65 2,835.65 Invoice Net	515269		
40938	FOLLETT CONTENT SOLUTI 1 03031162 520528 2410	00001	252346	INV	12/19/2024	474919 1,565.87 1,565.87 Invoice Net	515270		
40938	FOLLETT CONTENT SOLUTI 1 03021162 520528 2410	00001	252343	INV	12/19/2024	474681 1,111.32 1,111.32 Invoice Net	515271		
40938	FOLLETT CONTENT SOLUTI 1 03131162 520528 2410	00001	252347	INV	12/19/2024	466124A 493.52 493.52 Invoice Net	515272		
40938	FOLLETT CONTENT SOLUTI 1 03131162 520528 2410	00001	252347	INV	12/19/2024	466124 2,719.43 2,719.43 Invoice Net	515273		
40938	FOLLETT CONTENT SOLUTI 1 03111162 520528 2410	00001	252345	INV	12/19/2024	467780 1,630.89 1,630.89 Invoice Net	515320		
40938	FOLLETT CONTENT SOLUTI 1 03111162 520528 2410	00001	252345	INV	12/19/2024	467780A 513.85 513.85 Invoice Net	515322		
40938	FOLLETT CONTENT SOLUTI 1 03101162 520528 2410	00001	252344	INV	12/19/2024	466113 1,560.47 1,560.47 Invoice Net	515324		
						CHECK TOTAL	13,232.33		-----
37863	ACOUSTIC STRINGS OF NE 1 03221172 520615 2420	00001	252916	INV	12/19/2024	56162 50.00 50.00 Invoice Net	514877		

37863	ACOUSTIC STRINGS OF NE	00001	252916	INV	12/19/2024	56161	514878
1	03221172 520615 2420	C&I Music	OE INSTRUC			100.00	
		Invoice Net				100.00	
37863	ACOUSTIC STRINGS OF NE	00001	252916	INV	12/19/2024	56160	514879
1	03221172 520615 2420	C&I Music	OE INSTRUC			285.00	
		Invoice Net				285.00	

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|TOWN OF ARLINGTON
| DETAIL INVOICE LIST

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|apwarrnt

CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
37863	ACOUSTIC STRINGS OF NE	00001	252916	INV	12/19/2024	56168	514880		
1	03221172 520615 2420	C&I Music	OE INSTRUC			110.00			
		Invoice Net				110.00			
				CHECK		TOTAL	545.00		-----
43695	FRANZOSA, MAUREEN	00000	252920	INV	12/19/2024	REIMPOSTAGE_OCT21-MF	514722		
1	03305012 520629 1410	FINANCE Bu	OE PROFESS			31.55			
		Invoice Net				31.55			
				CHECK		TOTAL	31.55		-----
29964	G7 RESEARCH, LLC	00000	252456	INV	12/19/2024	1709	515207		
1	03011122 520518 2415	AHS Scienc	SM INSTRUC			280.00			
		Invoice Net				280.00			
				CHECK		TOTAL	280.00		-----
71736	GIFFORD SCH + DAY CTR	00001	251416	INV	12/19/2024	025548	515526		
1	03233062 520645 9300	SpEd Out o	OE TUITION			8,246.70			
		Invoice Net				8,246.70			
				CHECK		TOTAL	8,246.70		-----
38992	GIMKIT INC	00001	251953	INV	12/19/2024	E781E20B-0001	515099		
1	03221182 520504 2410	C&I world	SM COMPUTE			1,000.00			
		Invoice Net				1,000.00			
				CHECK		TOTAL	1,000.00		-----
43526	GOLD STAR FOODS INC	00001	251865	INV	12/19/2024	3109102	515699		
1	10005 520514	SCHOOL FOO	SM FOOD SU			160.54			
		Invoice Net				160.54			
43526	GOLD STAR FOODS INC	00001	251865	INV	12/19/2024	3108950	515700		
1	10005 520514	SCHOOL FOO	SM FOOD SU			202.42			
		Invoice Net				202.42			
43526	GOLD STAR FOODS INC	00001	251865	INV	12/19/2024	3110558	515701		
1	10005 520514	SCHOOL FOO	SM FOOD SU			230.34			
		Invoice Net				230.34			
				CHECK		TOTAL	593.30		-----
73320	GOVCONNECTION, INC	00006	251922	INV	12/19/2024	75784467	514792		
1	12113902 520523 3520	EXTEND DAY	SM OFFICE			1,159.19			

73320	GOVCONNECTION, INC	00006	252443	INV	12/19/2024	1,159.19	
1	03010052 520525 2430	AHS Second	SM REPRO P			75849415	514796
		Invoice Net				236.76	
73320	GOVCONNECTION, INC	00006	251922	INV	12/19/2024	236.76	
1	12113902 520523 3520	EXTEND DAY	SM OFFICE			75749763	514797
		Invoice Net				247.43	
73320	GOVCONNECTION, INC	00006	251180	INV	12/19/2024	247.43	
1	03011162 520523 2430	AHS Librar	SM OFFICE			75885926	514798
		Invoice Net				149.96	
						149.96	

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73320	GOVCONNECTION, INC	00006	252555	INV	12/19/2024	75867362	514799		
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			222.00			
		Invoice Net				222.00			
73320	GOVCONNECTION, INC	00006	252556	INV	12/19/2024	75872382	514800		
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			215.46			
		Invoice Net				215.46			
73320	GOVCONNECTION, INC	00006	252555	INV	12/19/2024	75909506	514803		
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			666.00			
		Invoice Net				666.00			
73320	GOVCONNECTION, INC	00006	252304	INV	12/19/2024	75819357	514804		
1	03150042 520508 2420	STRATTON E	SM EDUCATI			75.00			
		Invoice Net				75.00			
73320	GOVCONNECTION, INC	00006	252315	INV	12/19/2024	75822342	514805		
1	03150042 520508 2420	STRATTON E	SM EDUCATI			75.16			
		Invoice Net				75.16			
73320	GOVCONNECTION, INC	00006	252746	INV	12/19/2024	75905207	514837		
1	03010052 520525 2430	AHS Second	SM REPRO P			243.87			
		Invoice Net				243.87			
73320	GOVCONNECTION, INC	00006	252936	INV	12/19/2024	75936869	515093		
1	03020052 520615 2420	OMS Second	OE INSTRUC			7,950.00			
		Invoice Net				7,950.00			
		CHECK TOTAL				11,240.83			-----
41976	GUINEAFOWL ADVENTURE C	00000	253140	INV	12/19/2024	1024	515650		
1	12013806 510102 6200	YOUTH FALL	PS TEACHER			1,800.00			
		Invoice Net				1,800.00			
		CHECK TOTAL				1,800.00			-----
43658	HALVERSON, GEOFFREY	00000	253144	INV	12/19/2024	Draw 9/24-12/4/24	515654		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			800.00			
		Invoice Net				800.00			
		CHECK TOTAL				800.00			-----
33131	GLOBAL PAYMENTS, INC	00001	252743	INV	12/19/2024	HSSREC035192	515395		

1	10005	520635	SCHOOL FOO	OE	SOFTWARE	10,530.00			
			Invoice Net			10,530.00			
						CHECK TOTAL	10,530.00		-----
37661	HERC RENTALS INC		00001	252777	INV 12/19/2024	35067294-001		515038	
	1 03325202 520517 4220		FAC Facili	SM	HVAC SU	635.00			
			Invoice Net			635.00			
						CHECK TOTAL	635.00		-----
3633	HILLYARD INC		00001	252144	INV 12/19/2024	605585545		515026	
	1 03325212 520507 4110		FAC Custod	SM	CUSTODI	28.80			
			Invoice Net			28.80			
3633	HILLYARD INC		00001	252144	INV 12/19/2024	605592879		515027	

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CASH ACCOUNT: 0000			104013	VENDOR 8304		WARRANT: 25146	12/19/2024		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03325212 520507 4110		FAC Custod	SM	CUSTODI	23.34			
			Invoice Net			23.34			
3633	HILLYARD INC		00001	252144	INV 12/19/2024	605592881	515028		
	1 03325212 520507 4110		FAC Custod	SM	CUSTODI	9.12			
			Invoice Net			9.12			
3633	HILLYARD INC		00001	252144	INV 12/19/2024	700609563	515029		
	1 03325212 520507 4110		FAC Custod	SM	CUSTODI	32.76			
			Invoice Net			32.76			
3633	HILLYARD INC		00001	252144	INV 12/19/2024	700612596	515030		
	1 03325212 520507 4110		FAC Custod	SM	CUSTODI	9.80			
			Invoice Net			9.80			
3633	HILLYARD INC		00001	252144	INV 12/19/2024	700612597	515031		
	1 03325212 520507 4110		FAC Custod	SM	CUSTODI	143.83			
			Invoice Net			143.83			
3633	HILLYARD INC		00001	252144	INV 12/19/2024	700617482	515032		
	1 03325212 520507 4110		FAC Custod	SM	CUSTODI	2,201.15			
			Invoice Net			2,201.15			
3633	HILLYARD INC		00001	252144	INV 12/19/2024	605670610	515033		
	1 03325212 520507 4110		FAC Custod	SM	CUSTODI	1,400.72			
			Invoice Net			1,400.72			
						CHECK TOTAL	3,849.52		-----
37894	HING, ROBERTA		00000	253078	INV 12/19/2024	Fall24-Cooking	515607		
	1 12013802 510102 6200		ADULT FALL	PS	TEACHER	720.00			
			Invoice Net			720.00			
						CHECK TOTAL	720.00		-----
43605	BRAZER, EVA		00000	253084	INV 12/19/2024	Fall24-11/21/24	515616		
	1 12013806 510102 6200		YOUTH FALL	PS	TEACHER	2,475.00			
			Invoice Net			2,475.00			

43605	BRAZER, EVA	00000	253084	INV	12/19/2024	Fall 24-12/3/24	515619
1	12013806 510102 6200	YOUTH FALL	PS TEACHER			3,240.00	
		Invoice Net				3,240.00	
		CHECK	TOTAL		5,715.00		-----
40528	HD SUPPLY FACILITIES M	00001	251321	INV	12/19/2024	835130683	514700
1	03325212 520507 4110	FAC Custod	SM CUSTODI			137.67	
		Invoice Net				137.67	
40528	HD SUPPLY FACILITIES M	00001	251321	INV	12/19/2024	837031632	514702
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,148.60	
		Invoice Net				1,148.60	
40528	HD SUPPLY FACILITIES M	00001	251321	INV	12/19/2024	837031640	514703
1	03325212 520507 4110	FAC Custod	SM CUSTODI			2,328.88	
		Invoice Net				2,328.88	
40528	HD SUPPLY FACILITIES M	00001	251321	INV	12/19/2024	836321448	514704
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,234.80	
		Invoice Net				1,234.80	

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
40528	HD SUPPLY FACILITIES M	00001	251321	INV	12/19/2024	834881518	514706		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			141.96			
		Invoice Net				141.96			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	12/19/2024	836788729	514707		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			71.95			
		Invoice Net				71.95			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	12/19/2024	837744689	514709		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,279.80			
		Invoice Net				1,279.80			
40528	HD SUPPLY FACILITIES M	00001	252688	INV	12/19/2024	836321430	515361		
1	03010052 520515 3520	AHS Second	SM GRADUAT			3,556.04			
		Invoice Net				3,556.04			
		CHECK	TOTAL		9,899.70				-----
43494	HOWARD, HOPE	00000	253143	INV	12/19/2024	Printing10/9-12/4/24	515653		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			700.00			
		Invoice Net				700.00			
		CHECK	TOTAL		700.00				-----
43629	WHITMORE, REBECCA CANN	00000	252500	INV	12/19/2024	0004	515572		
1	03233012 520416 2320	SpEd Speci	CTR PROFES			354.00			
		Invoice Net				354.00			
		CHECK	TOTAL		354.00				-----
33906	INGRAM INDUSTRIES INC.	00001	251181	INV	12/19/2024	85086220	515209		
1	03011162 520528 2410	AHS Librar	SM TEXTBOO			322.41			

Invoice Net				322.41		
31902	J.J.KELLER & ASSOC, IN	00002	251960 INV 12/19/2024	CHECK TOTAL	322.41	-----
1	03345302 520508 3300	TRANSP Tra SM EDUCATI		9109479032	515667	
		Invoice Net		1,894.85		
				1,894.85		
				CHECK TOTAL	1,894.85	-----
33014	KRISTEN LALLY JOYCE	00000	253127 INV 12/19/2024	REIMMILEAGEOCT24_KJ	515511	
1	03233012 520603 2320	SpEd Speci OE BUSINES		35.85		
		Invoice Net		35.85		
33014	KRISTEN LALLY JOYCE	00000	253127 INV 12/19/2024	REIMMILEAGESEP24_KJ	515512	
1	03233012 520603 2320	SpEd Speci OE BUSINES		28.48		
		Invoice Net		28.48		
33014	KRISTEN LALLY JOYCE	00000	253127 INV 12/19/2024	REIMMILEAGENOV24_KJ	515605	
1	03233012 520603 2320	SpEd Speci OE BUSINES		20.30		
		Invoice Net		20.30		
				CHECK TOTAL	84.63	-----
31851	JTM PROVISIONS CO.,INC	00001	252617 INV 12/19/2024	621268	515688	
1	10005 520514	SCHOOL FOO SM FOOD SU		728.25		
		Invoice Net		728.25		

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
31851	JTM PROVISIONS CO.,INC	00001	252617 INV 12/19/2024			625027	515689		
1	10005 520514	SCHOOL FOO SM FOOD SU				728.25			
		Invoice Net				728.25			
						CHECK TOTAL	1,456.50		-----
3872	KAMCO SUPPLY CORP OF B	00004	252082 INV 12/19/2024			51686792	514907		
1	03325202 520503 4220	FAC Facili SM CARPENT				978.00			
		Invoice Net				978.00			
						CHECK TOTAL	978.00		-----
41336	KM EDUCATION LAW LLC	00000	251286 INV 12/19/2024			594	514839		
1	03233012 520413 1430	SpEd Speci CTR LEGAL				31,093.06			
		Invoice Net				31,093.06			
41336	KM EDUCATION LAW LLC	00000	251286 INV 12/19/2024			572	514869		
1	03233012 520413 1430	SpEd Speci CTR LEGAL				1,898.75			
		Invoice Net				1,898.75			
41336	KM EDUCATION LAW LLC	00000	251286 INV 12/19/2024			593	514870		
1	03233012 520413 1430	SpEd Speci CTR LEGAL				1,225.00			
		Invoice Net				1,225.00			
						CHECK TOTAL	34,216.81		-----
41498	KNILL, RUTH	00000	253079 INV 12/19/2024			Fall24-Feldenkrais	515608		

1	12013802	510102	6200	ADULT FALL	PS TEACHER	320.00			
				Invoice Net		320.00			
				CHECK	TOTAL		320.00		-----
26639	1	12013806	510102	6200	00000 253074 INV 12/19/2024	81945		515594	
				YOUTH FALL	PS TEACHER	2,166.00			
				Invoice Net		2,166.00			
				CHECK	TOTAL		2,166.00		-----
40842	1	03214012	520416	1210	00000 250392 INV 12/19/2024	1683		514842	
				ADMIN Supe	CTR PROFES	667.00			
				Invoice Net		667.00			
40842	1	03994022	520416	1230	00000 251334 INV 12/19/2024	1648		514843	
				DIV EQUITY	CTR PROFES	667.00			
				Invoice Net		667.00			
40842	1	03214012	520416	1210	00000 250392 INV 12/19/2024	1693		515084	
				ADMIN Supe	CTR PROFES	667.00			
				Invoice Net		667.00			
				CHECK	TOTAL		2,001.00		-----
41709	1	10092024	520508	2410	00000 252604 INV 12/19/2024	279088110824		515200	
				EARLY PART	SM EDUCATI	64.39			
				Invoice Net		64.39			
41709	1	03150042	520518	2415	00000 252832 INV 12/19/2024	375221112524		515646	
				STRATTON E	SM INSTRUC	9.19			
				Invoice Net		9.19			

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| TOWN OF ARLINGTON
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CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 25146	12/19/2024			
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	73.58		-----
72376	1	10102024	520423	2354	00001 251396 INV 12/19/2024	FY24-051286		515199	
				SPED 240	CTR SIGNIF	2,800.00			
				Invoice Net		2,800.00			
72376	1	03233062	520645	9300	00001 250092 INV 12/19/2024	41170		515525	
				SpEd out o	OE TUITION	6,006.45			
				Invoice Net		6,006.45			
				CHECK	TOTAL		8,806.45		-----
72441	1	03233062	520645	9300	00001 252439 INV 12/19/2024	62500		515523	
				SpEd Out o	OE TUITION	8,496.91			
				Invoice Net		8,496.91			
72441	1	03233062	520645	9300	00001 250070 INV 12/19/2024	62499		515524	
				SpEd Out o	OE TUITION	8,496.91			
				Invoice Net		8,496.91			
				CHECK	TOTAL		16,993.82		-----

37864	LEXINGTON MEDICAL MANA	00000	250040	INV	12/19/2024	INVQTR1FY24JUL-OCT	515154	
1	03345302 520416 3300	TRANSP Tra	CTR PROFES			960.00		
		Invoice Net				960.00		
				CHECK	TOTAL	960.00		-----
43231	CERIDON, KIMI	00000	252999	INV	12/19/2024	6954	515573	
1	12013802 510102 6200	ADULT FALL	PS TEACHER			935.00		
		Invoice Net				935.00		
				CHECK	TOTAL	935.00		-----
37803	LOGIC AUTOMATION SERVI	00000	251840	INV	12/19/2024	2327	514909	
1	03325202 520411 4220	FAC Facili	CTR HVAC C			3,105.06		
		Invoice Net				3,105.06		
				CHECK	TOTAL	3,105.06		-----
43671	MACFARLANE, MELANIE	00000	253145	INV	12/19/2024	Fall23-Party	515655	
1	12013802 510102 6200	ADULT FALL	PS TEACHER			150.00		
		Invoice Net				150.00		
				CHECK	TOTAL	150.00		-----
15548	MARAS, INC.	00000	251971	INV	12/19/2024	11/27/2024 4328	515676	
1	10005 520631	SCHOOL FOO	OE REPAIRS			1,430.09		
		Invoice Net				1,430.09		
15548	MARAS, INC.	00000	251971	INV	12/19/2024	11/27/2024 4329	515677	
1	10005 520631	SCHOOL FOO	OE REPAIRS			180.00		
		Invoice Net				180.00		
15548	MARAS, INC.	00000	251971	INV	12/19/2024	11/27/24 4327	515678	
1	10005 520631	SCHOOL FOO	OE REPAIRS			205.00		
		Invoice Net				205.00		

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	1,815.09		-----
37783	MARCIA BRENNER ASSOCIA	00000	252389	INV	12/19/2024	INV-242895	514890		
1	03221002 520504 2455	C&I C&I Le	SM COMPUTE			6,440.00			
		Invoice Net				6,440.00			
				CHECK	TOTAL	6,440.00			-----
43559	MARDEK COMPUTER SERVIC	00000	252502	INV	12/19/2024	91831	515458		
1	03221202 520518 2415	C&I Art	SM INSTRUC			454.00			
		Invoice Net				454.00			
				CHECK	TOTAL	454.00			-----
29812	MARKET BASKET	00001	251120	INV	12/19/2024	125719	514814		
1	03011042 520518 2415	AHS Family	SM INSTRUC			230.17			

29812	MARKET BASKET					Invoice Net	230.17	
1	03011042	520518	2415	00001	251120	INV 12/19/2024	297152	514815
				AHS Family	SM	INSTRUC	48.25	
29812	MARKET BASKET					Invoice Net	48.25	
1	03011042	520518	2415	00001	251120	INV 12/19/2024	665503	514816
				AHS Family	SM	INSTRUC	73.59	
29812	MARKET BASKET					Invoice Net	73.59	
1	03011042	520518	2415	00001	251120	INV 12/19/2024	300172	514817
				AHS Family	SM	INSTRUC	62.64	
29812	MARKET BASKET					Invoice Net	62.64	
1	03021042	520518	2415	00001	251045	INV 12/19/2024	233826	514828
				OMS Family	SM	INSTRUC	102.48	
29812	MARKET BASKET					Invoice Net	102.48	
1	03021042	520518	2415	00001	251045	INV 12/19/2024	234043	514829
				OMS Family	SM	INSTRUC	26.72	
29812	MARKET BASKET					Invoice Net	26.72	
1	03021042	520518	2415	00001	251045	INV 12/19/2024	137186	514830
				OMS Family	SM	INSTRUC	45.10	
29812	MARKET BASKET					Invoice Net	45.10	
1	03021042	520518	2415	00001	251045	INV 12/19/2024	178385	514831
				OMS Family	SM	INSTRUC	60.38	
29812	MARKET BASKET					Invoice Net	60.38	
1	03021042	520518	2415	00001	251045	INV 12/19/2024	140648	514832
				OMS Family	SM	INSTRUC	107.67	
29812	MARKET BASKET					Invoice Net	107.67	
1	03021042	520518	2415	00001	251045	INV 12/19/2024	426803	514833
				OMS Family	SM	INSTRUC	37.08	
29812	MARKET BASKET					Invoice Net	37.08	
1	03021042	520518	2415	00001	251045	INV 12/19/2024	309028	514834
				OMS Family	SM	INSTRUC	45.41	
29812	MARKET BASKET					Invoice Net	45.41	
1	03021042	520518	2415	00001	251045	INV 12/19/2024	162332	515494
				OMS Family	SM	INSTRUC	240.93	
						Invoice Net	240.93	

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CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25146

12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29812	MARKET BASKET					132761	515495		
1	03021042	520518	2415	00001	251045	INV 12/19/2024			
				OMS Family	SM	INSTRUC	62.56		
						Invoice Net	62.56		
						CHECK TOTAL	1,142.98		-----
43632	BOAMAH ADJEI, SHEILA M					#003	515162		
1	03345322	520404	3300	00000	252438	INV 12/19/2024			
				TRANSP Tra	CTR	CONTRA	1,232.50		
						Invoice Net	1,232.50		
						CHECK TOTAL	1,232.50		-----

4338	MASS CONTROL CENTER IN	00000	253018	INV	12/19/2024	0686961	515049
1	0325202 520517 4220	FAC Facili	SM HVAC SU			178.32	
		Invoice Net				178.32	
				CHECK	TOTAL	178.32	-----
26382	MASSACHUSETTS MUSIC ED	00003	252503	INV	12/19/2024	46401	515493
1	03011172 520610 2440	AHS Music	OE FIELD T			100.00	
		Invoice Net				100.00	
				CHECK	TOTAL	100.00	-----
30856	MASSACHUSETTS SCHOOL P	00000	251874	INV	12/19/2024	10563	515203
1	03231222 520644 2356	SpEd Profe	OE TRAININ			275.00	
		Invoice Net				275.00	
				CHECK	TOTAL	275.00	-----
72813	MCLEAN HOSPITAL	00001	250082	INV	12/19/2024	IN02290586	515535
1	03233062 520645 9300	SpEd out o	OE TUITION			5,546.34	
		Invoice Net				5,546.34	
72813	MCLEAN HOSPITAL	00001	250082	INV	12/19/2024	IN02283116	515537
1	03233062 520645 9300	SpEd out o	OE TUITION			5,854.47	
		Invoice Net				5,854.47	
72813	MCLEAN HOSPITAL	00001	250082	INV	12/19/2024	IN02283125	515538
1	03233062 520645 9300	SpEd out o	OE TUITION			6,778.86	
		Invoice Net				6,778.86	
				CHECK	TOTAL	18,179.67	-----
39271	MCPAHON, AMBER & JOHN	00000	250446	INV	12/19/2024	TUITIONREIMPERSTTLMN	515149
1	03233062 520645 9300	SpEd out o	OE TUITION			18,000.00	
		Invoice Net				18,000.00	
				CHECK	TOTAL	18,000.00	-----
42867	DIVISION SEVEN TEA COR	00000	251196	INV	12/19/2024	MW40917	515239
1	03011042 520518 2415	AHS Family	SM INSTRUC			286.50	
		Invoice Net				286.50	
				CHECK	TOTAL	286.50	-----
26308	METCO DIRECTORS' ASSOC	00002	252505	INV	12/19/2024	MDACONF2024-1ED_VT	515055

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CASH ACCOUNT: 0000 104013 VENDOR 8304

WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03010052 520629 3520	AHS Second	OE PROFESS			450.00			
		Invoice Net				450.00			
26308	METCO DIRECTORS' ASSOC	00002	252507	INV	12/19/2024	MDACONF2024-1ED_WMC	515056		
1	03010052 520629 3520	AHS Second	OE PROFESS			450.00			
		Invoice Net				450.00			
26308	METCO DIRECTORS' ASSOC	00002	252506	INV	12/19/2024	MDACOND2024-1ED_SO	515057		

1	03222022	520629	2710	C&I Guidan	OE PROFESS	450.00			
				Invoice Net		450.00			
26308	METCO DIRECTORS' ASSOC	00002	252596	INV	12/19/2024	MDACONF2024-1ED_PM	515058		
1	03010052	520629	3520	AHS Second	OE PROFESS	450.00			
				Invoice Net		450.00			
26308	METCO DIRECTORS' ASSOC	00002	252991	INV	12/19/2024	MDACONF2024-5ED_MW	515071		
1	03010052	520629	3520	AHS Second	OE PROFESS	450.00			
				Invoice Net		450.00			
CHECK TOTAL						2,250.00		-----	
74887	METROPOLITAN PIPE & SU	00000	250860	INV	12/19/2024	S3991330.001	514680		
1	03325202	520524	4220	FAC Facili	SM PLUMBIN	104.51			
				Invoice Net		104.51			
74887	METROPOLITAN PIPE & SU	00000	250860	INV	12/19/2024	S4000700.001	514915		
1	03325202	520524	4220	FAC Facili	SM PLUMBIN	100.20			
				Invoice Net		100.20			
CHECK TOTAL						204.71		-----	
43731	MILLER, CHERYL	00000	253147	INV	12/19/2024	REIMMILEAGE_CM_NOV24	515661		
1	03343102	520404	3300	TRANSP Tra	CTR CONTRA	166.10			
				Invoice Net		166.10			
43731	MILLER, CHERYL	00000	253147	INV	12/19/2024	REIMMILEAGE_CM_OCT24	515662		
1	03343102	520404	3300	TRANSP Tra	CTR CONTRA	120.16			
				Invoice Net		120.16			
CHECK TOTAL						286.26		-----	
38539	MOTION ELEVATOR CORP	00000	251275	INV	12/19/2024	J-35904	514913		
1	03325202	520406	4220	FAC Facili	CTR ELEVAT	680.00			
				Invoice Net		680.00			
CHECK TOTAL						680.00		-----	
72731	MA TEACHERS RETIREMENT	00002	252922	INV	12/19/2024	FY22MTRS119ESSER111	515457		
1	10132022	520622	5100	ESSER III	OE MTRB PE	26,754.01			
				Invoice Net		26,754.01			
CHECK TOTAL						26,754.01		-----	
31853	N2Y LLC	00001	252686	INV	12/19/2024	INV-1089635	515363		
1	03130042	520528	2410	HARDY Elem	SM TEXTBOO	174.99			
				Invoice Net		174.99			
CHECK TOTAL						174.99		-----	

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
41501	NADKARNI, SANDHYA S	00000	253138	INV	12/19/2024	Cooking 12-3-24	515648		
1	12013802 510102 6200		ADULT FALL	PS TEACHER		300.00			

2	12013802	520518	6200	ADULT FALL	SM INSTRUC	300.00			
				Invoice Net		600.00			
						CHECK TOTAL	600.00	-----	
73076	NATIONAL ASSOCIATION O	00005	252749	INV	12/19/2024	9001767221	515227		
1	03010052 520629 3520	AHS Second	OE PROFESS			95.00			
		Invoice Net				95.00			
73076	NATIONAL ASSOCIATION O	00005	252820	INV	12/19/2024	9001779287	515228		
1	03010052 520629 3520	AHS Second	OE PROFESS			385.00			
		Invoice Net				385.00			
						CHECK TOTAL	480.00	-----	
23934	NATIONAL COUNCIL FOR T	00002	252510	INV	12/19/2024	104THCONF_MKOZUCH	514810		
1	03221152 520629 2354	C&I Social	OE PROFESS			529.00			
		Invoice Net				529.00			
23934	NATIONAL COUNCIL FOR T	00002	252510	INV	12/19/2024	104THCONF_CPOWER	514811		
1	03221152 520629 2354	C&I Social	OE PROFESS			419.00			
		Invoice Net				419.00			
23934	NATIONAL COUNCIL FOR T	00002	252510	INV	12/19/2024	104THCONF_MSANDLER	514812		
1	03221152 520629 2354	C&I Social	OE PROFESS			529.00			
		Invoice Net				529.00			
						CHECK TOTAL	1,477.00	-----	
24571	NATIONAL GRID	00001	250139	INV	12/19/2024	01177-44000 11/25/24	514874		
1	03325202 520623 4120	FAC Facili	OE NATURAL			2,260.39			
		Invoice Net				2,260.39			
24571	NATIONAL GRID	00001	250139	INV	12/19/2024	71069-44000 11/25/24	514875		
1	03325202 520623 4120	FAC Facili	OE NATURAL			1,697.35			
		Invoice Net				1,697.35			
						CHECK TOTAL	3,957.74	-----	
27452	NEE, MAUREEN	00000	252867	INV	12/19/2024	REIMGAMEON1_MN	514886		
1	03221222 520612 2354	C&I Profes	OE GRADUAT			423.67			
		Invoice Net				423.67			
27452	NEE, MAUREEN	00000	252867	INV	12/19/2024	REIMLIFELONGWELL_MN	514888		
1	03221222 520612 2354	C&I Profes	OE GRADUAT			423.67			
		Invoice Net				423.67			
27452	NEE, MAUREEN	00000	252867	INV	12/19/2024	REIMNUTREXSLP_MN	514889		
1	03221222 520612 2354	C&I Profes	OE GRADUAT			423.67			
		Invoice Net				423.67			
						CHECK TOTAL	1,271.01	-----	
43699	NEMO TRANSPORTATION IN	00000	253100	INV	12/19/2024	1185	515541		
1	03345322 520404 3300	TRANSP Tra	CTR CONTRA			3,799.50			
		Invoice Net				3,799.50			

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CASH ACCOUNT: 0000		104013	VENDOR 8304			WARRANT: 25146	12/19/2024		
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK

				CHECK TOTAL	3,799.50	-----
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	5632432707	515364	
1	10005	520514	SCHOOL FOO SM FOOD SU	499.36		
			Invoice Net	499.36		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	563243704	515365	
1	10005	520514	SCHOOL FOO SM FOOD SU	192.34		
			Invoice Net	192.34		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	563243706	515366	
1	10005	520514	SCHOOL FOO SM FOOD SU	159.86		
			Invoice Net	159.86		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	5632432703	515367	
1	10005	520514	SCHOOL FOO SM FOOD SU	304.75		
			Invoice Net	304.75		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	5632432702	515368	
1	10005	520514	SCHOOL FOO SM FOOD SU	254.76		
			Invoice Net	254.76		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	5632432710	515369	
1	10005	520514	SCHOOL FOO SM FOOD SU	208.58		
			Invoice Net	208.58		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	5632432705	515370	
1	10005	520514	SCHOOL FOO SM FOOD SU	143.62		
			Invoice Net	143.62		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	5632432701	515371	
1	10005	520514	SCHOOL FOO SM FOOD SU	287.24		
			Invoice Net	287.24		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	5632432709	515372	
1	10005	520514	SCHOOL FOO SM FOOD SU	574.48		
			Invoice Net	574.48		
33157	NEW ENGLAND	ICE CREAM	00001 251366 INV 12/19/2024	5632432708	515373	
1	10005	520514	SCHOOL FOO SM FOOD SU	143.62		
			Invoice Net	143.62		
				CHECK TOTAL	2,768.61	-----
24772	NEW ENGLAND	ACADEMY,LL	00000 250094 INV 12/19/2024	ARL1124J	515522	
1	03233062	520645 9300	SpEd Out o OE TUITION	7,595.82		
			Invoice Net	7,595.82		
				CHECK TOTAL	7,595.82	-----
17599	THE NEW ENGLAND CENTER		00002 251193 INV 12/19/2024	PSINV121896	515124	
1	03233012	520518 2415	SpEd Speci SM INSTRUC	439.45		
			Invoice Net	439.45		
				CHECK TOTAL	439.45	-----
32461	NEW ENGLAND	TRANSIT SA	00001 250036 INV 12/19/2024	01S136385	515165	
1	03345302	520621 3300	TRANSP Tra OE MOTOR V	194.25		
			Invoice Net	194.25		

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25146

12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32461	NEW ENGLAND TRANSIT SA 1 03345302 520621 3300	00001	250036	INV	12/19/2024	01P158144 111.98 Invoice Net	515169		
32461	NEW ENGLAND TRANSIT SA 1 03345302 520621 3300	00001	250036	INV	12/19/2024	01P158376 127.47 Invoice Net	515171		
32461	NEW ENGLAND TRANSIT SA 1 03345302 520621 3300	00001	250036	INV	12/19/2024	01S134640 344.88 Invoice Net	515564		
						CHECK TOTAL	778.58		-----
28922	NEW YORK TIMES 1 03011162 520528 2410	00001	251118	INV	12/19/2024	368056452449 19.50 Invoice Net	515641		
						CHECK TOTAL	19.50		-----
42559	HOUVARDAS, NICHOLAS 1 03010052 520514 2440	00000	251043	INV	12/19/2024	NOV8_11AM_#1 342.60 Invoice Net	515059		
42559	HOUVARDAS, NICHOLAS 1 03221002 520514 1220	00000	251001	INV	12/19/2024	AUG21_11AM_#1 495.00 Invoice Net	515063		
						CHECK TOTAL	837.60		-----
73227	NORTHSHORE EDUCATION C 1 03233062 520645 9400	00001	251397	INV	12/19/2024	2025013990 5,973.63 Invoice Net	515520		
73227	NORTHSHORE EDUCATION C 1 03233062 520645 9400	00001	250451	INV	12/19/2024	2025013989 4,848.40 Invoice Net	515521		
						CHECK TOTAL	10,822.03		-----
26908	NORTHEAST CUTLERY 1 10005 520401	00000	251626	INV	12/19/2024	1800236 48.00 Invoice Net	515375		
26908	NORTHEAST CUTLERY 1 10005 520401	00000	251626	INV	12/19/2024	1800237 28.00 Invoice Net	515376		
26908	NORTHEAST CUTLERY 1 10005 520401	00000	251626	INV	12/19/2024	1794037 48.00 Invoice Net	515377		
26908	NORTHEAST CUTLERY 1 10005 520401	00000	251626	INV	12/19/2024	1794038 28.00 Invoice Net	515378		
						CHECK TOTAL	152.00		-----
43611	O'DONNELL, SARAH	00000	253001	INV	12/19/2024	Fall24 Assist	515580		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 12013802 510328 6200	ADULT FALL	OS TEMPORA			270.00			
		Invoice Net				270.00			
						CHECK TOTAL	270.00		-----
43452	OPEN ARCHITECTS INC	00000	251096 INV	12/19/2024		1370	514807		
	1 03221002 520504 2455	C&I C&I Le	SM COMPUTE			29,500.00			
		Invoice Net				29,500.00			
						CHECK TOTAL	29,500.00		-----
42809	RADIN, DANIEL	00000	252790 INV	12/19/2024		030	515642		
	1 03010052 520522 2430	AHS Second	SM MISC SU			500.00			
		Invoice Net				500.00			
						CHECK TOTAL	500.00		-----
37948	OUTDOOR HOME SERVICES	00000	252850 INV	12/19/2024		202526686	514719		
	1 03325202 520516 4210	FAC Facili	SM GROUNDS			250.00			
		Invoice Net				250.00			
37948	OUTDOOR HOME SERVICES	00000	252850 INV	12/19/2024		202602567	514720		
	1 03325202 520516 4210	FAC Facili	SM GROUNDS			200.00			
		Invoice Net				200.00			
37948	OUTDOOR HOME SERVICES	00000	252850 INV	12/19/2024		201652384	514723		
	1 03325202 520516 4210	FAC Facili	SM GROUNDS			250.00			
		Invoice Net				250.00			
						CHECK TOTAL	700.00		-----
42515	PEAK FEEDING THERAPY L	00000	253082 INV	12/19/2024		Oct24-Home Safe	515612		
	1 12013806 510102 6200	YOUTH FALL	PS TEACHER			504.00			
		Invoice Net				504.00			
						CHECK TOTAL	504.00		-----
26067	NCS PEARSON, INC	00001	252448 INV	12/19/2024		27101438	515204		
	1 03231222 520644 2356	SpEd Profe	OE TRAININ			75.00			
		Invoice Net				75.00			
						CHECK TOTAL	75.00		-----
73408	PERKINS SCH FOR BLIND	00001	250103 INV	12/19/2024		CI00004523	515117		
	1 03233062 520645 9300	SpEd Out o	OE TUITION			20,962.62			
		Invoice Net				20,962.62			
						CHECK TOTAL	20,962.62		-----
42961	PIERRE, WESLIE ETIENNE	00000	245959 INV	12/19/2024		REIMBURSELESLEYFY24	515074		
	1 03994102 520416 1230	C&F ENGAGE	CTR PROFES			2,500.00			
		Invoice Net				2,500.00			
42961	PIERRE, WESLIE ETIENNE	00000	251093 INV	12/19/2024		REIMMILEAGEJUN24	515077		
	1 12223005 520601 3520	FOREIGN LA	OE OTHER E			32.83			
		Invoice Net				32.83			
42961	PIERRE, WESLIE ETIENNE	00000	252919 INV	12/19/2024		REIMMILEAGEOCT24	515081		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42961	1 03994102 520601 1230 PIERRE, WESLIE ETIENNE 1 03994102 520601 1230	C&F ENGAGE Invoice Net 00000 252918 INV 12/19/2024 C&F ENGAGE Invoice Net	OE OTHER E			49.58 49.58 REIMMILEAGESEPFY25 54.94 54.94	515082		
						CHECK TOTAL	2,637.35		-----
43696	1 03010052 520522 2430 CURTIS, MITCHELL 1 03010052 520522 2430	00000 252791 INV 12/19/2024 AHS Second SM MISC SU Invoice Net				RENTALDEC4-20 250.00 250.00	515237		
						CHECK TOTAL	250.00		-----
5326	1 03305012 520511 7400 PITNEY BOWES 1 03305012 520511 7400	00001 252734 INV 12/19/2024 FINANCE Bu SM EQUIPME Invoice Net				1026439772 479.36 479.36	514808		
						CHECK TOTAL	479.36		-----
42997	1 03140042 520518 2415 POCKETALK INC 1 03140042 520518 2415	00001 252638 INV 12/19/2024 PEIRCE Ele SM INSTRUC Invoice Net				INV-005957 604.00 604.00	514809		
						CHECK TOTAL	604.00		-----
27958	1 12013806 510102 6200 PORTER, NATHAN 1 12013806 510102 6200	00000 253137 INV 12/19/2024 YOUTH FALL PS TEACHER Invoice Net				Fall124-Ninja 3,780.00 3,780.00	515624		
						CHECK TOTAL	3,780.00		-----
43032	1 12013802 510102 6200 PRICE, MARY ANN 1 12013802 510102 6200	00000 252684 INV 12/19/2024 ADULT FALL PS TEACHER Invoice Net				Fall124 Spanish 1,250.00 1,250.00	515657		
						CHECK TOTAL	1,250.00		-----
29536	1 03020052 520615 2420 PRO AV SYSTEMS INC 1 03020052 520615 2420	00000 252405 INV 12/19/2024 OMS Second OE INSTRUC Invoice Net				51620 1,111.00 1,111.00	514590		
29536	1 03030052 520518 2415 PRO AV SYSTEMS INC 1 03030052 520518 2415	00000 252672 INV 12/19/2024 GIBBS Seco SM INSTRUC Invoice Net				51843 830.00 830.00	514624		
29536	1 03130042 520523 2430 PRO AV SYSTEMS INC 1 03130042 520523 2430	00000 252447 INV 12/19/2024 HARDY Elem SM OFFICE Invoice Net				51680 415.00 415.00	514626		
29536	1 03030052 520518 2415 PRO AV SYSTEMS INC 1 03030052 520518 2415	00000 252641 INV 12/19/2024 GIBBS Seco SM INSTRUC Invoice Net				51856 1,339.00 1,339.00	515360		
						CHECK TOTAL	3,695.00		-----
43521	THE BANKS SQUARE MARKE	00000 251864 INV 12/19/2024				00896582	515385		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 10005 520514	SCHOOL FOO		SM FOOD SU		1,475.00			
		Invoice Net				1,475.00			
43521	THE BANKS SQUARE MARKE	00000	251864	INV	12/19/2024	00896600	515386		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		372.10			
		Invoice Net				372.10			
43521	THE BANKS SQUARE MARKE	00000	251864	INV	12/19/2024	00896674	515387		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		410.40			
		Invoice Net				410.40			
43521	THE BANKS SQUARE MARKE	00000	251864	INV	12/19/2024	00896580	515389		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		1,634.50			
		Invoice Net				1,634.50			
43521	THE BANKS SQUARE MARKE	00000	251864	INV	12/19/2024	00895224	515390		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		1,777.35			
		Invoice Net				1,777.35			
43521	THE BANKS SQUARE MARKE	00000	251864	INV	12/19/2024	00895219	515391		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		766.40			
		Invoice Net				766.40			
43521	THE BANKS SQUARE MARKE	00000	251864	INV	12/19/2024	00897741	515691		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		796.50			
		Invoice Net				796.50			
		CHECK TOTAL				7,232.25			-----
42077	QBS MIDCO LLC	00000	251342	INV	12/19/2024	INV507361	515132		
	1 03231222 520508 2354	SpEd Profe		SM EDUCATI		126.00			
		Invoice Net				126.00			
		CHECK TOTAL				126.00			-----
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	279604/1	515002		
	1 03325202 520503 4220	FAC Facili		SM CARPENT		39.98			
		Invoice Net				39.98			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	279798/1	515003		
	1 03325202 520503 4220	FAC Facili		SM CARPENT		41.97			
		Invoice Net				41.97			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	279845/1	515004		
	1 03325202 520503 4220	FAC Facili		SM CARPENT		20.98			
		Invoice Net				20.98			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	174532/4	515006		
	1 03325202 520503 4220	FAC Facili		SM CARPENT		89.89			
		Invoice Net				89.89			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	280237/1	515007		
	1 03325202 520503 4220	FAC Facili		SM CARPENT		21.28			
		Invoice Net				21.28			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	280389/1	515008		
	1 03325202 520503 4220	FAC Facili		SM CARPENT		45.99			

5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	45.99	
	1 03325202 520503 4220	FAC Facili	SM CARPENT			174631/4	515009
		Invoice Net				7.99	
		Invoice Net				7.99	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25146 12/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	280714/1	515010		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			1.59			
		Invoice Net				1.59			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	281265/1	515011		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			53.46			
		Invoice Net				53.46			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	281320/1	515012		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			18.48			
		Invoice Net				18.48			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	281465/1	515013		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			10.58			
		Invoice Net				10.58			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282077/1	515014		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			7.73			
		Invoice Net				7.73			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282263/1	515015		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			15.18			
		Invoice Net				15.18			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282256/1	515016		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			224.25			
		Invoice Net				224.25			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	281712/1	515017		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			18.36			
		Invoice Net				18.36			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282239/1	515018		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			449.09			
		Invoice Net				449.09			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282295/1	515019		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			35.76			
		Invoice Net				35.76			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282277/1	515020		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			28.99			
		Invoice Net				28.99			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282342/1	515021		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			101.97			
		Invoice Net				101.97			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282676/1	515022		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			2.59			
		Invoice Net				2.59			
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282666/1	515023		

1	03325202	520503	4220	FAC Facili	SM CARPENT	8.99		
				Invoice Net		8.99		
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	175028/4	515024	
1	03325202	520503	4220	FAC Facili	SM CARPENT	6.29		
				Invoice Net		6.29		
5801	R W SHATTUCK & CO INC	00001	250399	INV	12/19/2024	282648/1	515025	
1	03325202	520503	4220	FAC Facili	SM CARPENT	7.99		
				Invoice Net		7.99		

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801	R W SHATTUCK & CO INC	00001	253069	INV	12/19/2024	273289/1	515060		
1	12223001 520601 2415	FOREIGN LA	OE OTHER E			184.44			
		Invoice Net				184.44			
5801	R W SHATTUCK & CO INC	00001	253069	INV	12/19/2024	276367/1	515061		
1	12223001 520601 2415	FOREIGN LA	OE OTHER E			4.59			
		Invoice Net				4.59			
5801	R W SHATTUCK & CO INC	00001	253069	INV	12/19/2024	274442/1	515062		
1	12223001 520601 2415	FOREIGN LA	OE OTHER E			19.96			
		Invoice Net				19.96			
				CHECK TOTAL		1,468.37			-----
5801	R W SHATTUCK & CO INC	00003	250017	INV	12/19/2024	175229/4	515156		
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			14.99			
		Invoice Net				14.99			
5801	R W SHATTUCK & CO INC	00003	250017	INV	12/19/2024	175138/4	515160		
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			20.58			
		Invoice Net				20.58			
				CHECK TOTAL		35.57			-----
43103	RENNIE CENTER FOR EDUC	00000	251738	INV	12/19/2024	082224	515442		
1	03221222 520612 2354	C&I Profes	OE GRADUAT			700.00			
		Invoice Net				700.00			
				CHECK TOTAL		700.00			-----
41284	REPUBLIC SERVICES #904	00001	253059	INV	12/19/2024	0094-001963572	515050		
1	03325202 520620 4220	FAC Facili	OE MISC MA			2,026.39			
		Invoice Net				2,026.39			
				CHECK TOTAL		2,026.39			-----
11938	RICOH USA, INC.	00001	252353	INV	12/19/2024	5070514934	515248		
1	03305012 520511 7400	FINANCE Bu	SM EQUIPME			40.21			
2	43002502 524027	SCH PHOTOC	PHOTOCOPIE			253.94			
		Invoice Net				294.15			
11938	RICOH USA, INC.	00001	252353	INV	12/19/2024	1101980453	515250		
1	03305012 520511 7400	FINANCE Bu	SM EQUIPME			7.08			
2	43002502 524027	SCH PHOTOC	PHOTOCOPIE			44.74			

Invoice Net					CHECK TOTAL	51.82	345.97	-----
40215	RIO GRANDE INC	00000	251522	INV 12/19/2024	96292418		514735	
1	03011202 520518 2415	AHS Art	SM INSTRUC		44.99			
		Invoice Net			44.99			
40215	RIO GRANDE INC	00000	251522	INV 12/19/2024	96298374		514737	
1	03011202 520518 2415	AHS Art	SM INSTRUC		245.00			
		Invoice Net			245.00			
40215	RIO GRANDE INC	00000	251522	INV 12/19/2024	96292477		514739	
1	03011202 520518 2415	AHS Art	SM INSTRUC		309.65			
		Invoice Net			309.65			

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CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 25146	12/19/2024			
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
					CHECK TOTAL	599.64		-----	
31681	RJ COOPER & ASSOC INC	00000	252622	INV 12/19/2024	54558		515540		
1	03233012 520615 2420	SpEd Speci	OE INSTRUC		256.00				
		Invoice Net			256.00				
					CHECK TOTAL	256.00		-----	
20148	ROBERT F KENNEDY COMMU	00003	252736	INV 12/19/2024	PS-INV105528		515519		
1	03233062 520645 9300	SpEd out o	OE TUITION		376.32				
		Invoice Net			376.32				
					CHECK TOTAL	376.32		-----	
33041	THE ROLA CORPORATION	00000	252992	INV 12/19/2024	0000113		515559		
1	12013806 510102 6200	YOUTH FALL	PS TEACHER		5,700.00				
2	12013806 520518 6200	YOUTH FALL	SM INSTRUC		408.00				
		Invoice Net			6,108.00				
					CHECK TOTAL	6,108.00		-----	
72228	JOSTENS	00001	250106	INV 12/19/2024	35298869		515206		
1	03010052 520515 3520	AHS Second	SM GRADUAT		2,841.75				
		Invoice Net			2,841.75				
					CHECK TOTAL	2,841.75		-----	
37623	SCHOOL FOOD SERVICES O	00001	251863	INV 12/19/2024	19437		514824		
1	10005 520401	SCHOOL FOO	CTR CONTRA		1,090.00				
		Invoice Net			1,090.00				
					CHECK TOTAL	1,090.00		-----	
29755	SCHOOL HEALTH CORPORAT	00002	251661	INV 12/19/2024	CINV000157427		515682		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL		62.49				
		Invoice Net			62.49				
29755	SCHOOL HEALTH CORPORAT	00002	251664	INV 12/19/2024	CINV000166098		515684		

1	03992012	520520	3200	SYST HEALT	SM MEDICAL	98.81			
				Invoice Net		98.81			
						CHECK TOTAL	161.30		-----
20767	SCHOOLHOUSE	OUTFITTERS	00005	252324	INV 12/19/2024	INV14223101		515504	
1	03140042	520518	2415	PEIRCE Ele	SM INSTRUC	1,004.20			
				Invoice Net		1,004.20			
						CHECK TOTAL	1,004.20		-----
29370	SCHOOL SPECIALTY		00026	65020825	INV 12/19/2024	308104643139		515645	
1	12113902	520501	3520	EXTEND DAY	SM SUPPLIE	1,396.69			
				Invoice Net		1,396.69			
29370	SCHOOL SPECIALTY		00026	65020825	INV 12/19/2024	208135167509		515658	
1	12113902	520501	3520	EXTEND DAY	SM SUPPLIE	30.14			
				Invoice Net		30.14			

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY	00026	65021925	INV 12/19/2024		308104642460	515679		
1	12113902 520518 3520		EXTEND DAY	SM INSTRUC		1,269.24			
			Invoice Net			1,269.24			
						CHECK TOTAL	2,696.07		-----
73818	SCHOOLS FOR CHILDREN,	00000	250071	INV 12/19/2024		0000154616	515518		
1	03233062 520645 9300		SpEd Out o	OE TUITION		11,176.38			
			Invoice Net			11,176.38			
						CHECK TOTAL	11,176.38		-----
73852	SEEM COLLABORATIVE	00001	250104	INV 12/19/2024		93936	515516		
1	03233062 520645 9400		SpEd Out o	OE TUITION		7,106.00			
			Invoice Net			7,106.00			
73852	SEEM COLLABORATIVE	00001	250072	INV 12/19/2024		93935	515517		
1	03233062 520645 9400		SpEd Out o	OE TUITION		7,106.00			
			Invoice Net			7,106.00			
						CHECK TOTAL	14,212.00		-----
37395	SINGH ELECTRICAL LLC	00000	252160	INV 12/19/2024		24103	514801		
1	03325202 520405 4220		FAC Facili	CTR ELECTR		595.00			
			Invoice Net			595.00			
37395	SINGH ELECTRICAL LLC	00000	252806	INV 12/19/2024		24102	514802		
1	03325202 520405 4220		FAC Facili	CTR ELECTR		4,638.00			
			Invoice Net			4,638.00			
						CHECK TOTAL	5,233.00		-----
43242	SITAR, BARBARA IRVIN	00000	253083	INV 12/19/2024		Paint-11/19/24	515615		
1	12013802 510102 6200		ADULT FALL	PS TEACHER		150.00			

2	12013802	520518	6200	ADULT FALL	SM INSTRUC	150.00			
				Invoice Net		300.00			
						CHECK TOTAL	300.00		-----
41584	SKALECKI, MARGAUX			00000	253139 INV 12/19/2024	12042024		515649	
1	12013806	510102	6200	YOUTH FALL	PS TEACHER	480.00			
				Invoice Net		480.00			
						CHECK TOTAL	480.00		-----
42836	SMALL, JASON			00000	252398 INV 12/19/2024	REIMMUSEUMSCIFLDTRIP		515505	
1	13032311	520610	3520	C4 COLLEGE	OE FIELD T	395.33			
				Invoice Net		395.33			
						CHECK TOTAL	395.33		-----
34120	SOCOTEC AE CONSULTING			00000	245444 INV 12/19/2024	38593		514728	
1	53002409	582006		BISP ROOF	ROOF RENOV	3,000.00			
				Invoice Net		3,000.00			
						CHECK TOTAL	3,000.00		-----

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43660	ST CYR, VERONICA			00000	253085 INV 12/19/2024	Fall24-Hoop	515621		
1	12013802	510102	6200	ADULT FALL	PS TEACHER	105.00			
				Invoice Net		105.00			
						CHECK TOTAL	105.00		-----
32904	INTERMEDIA INC.			00000	252744 INV 12/19/2024	465352	515103		
1	03011172	520518	2415	AHS Music	SM INSTRUC	713.95			
				Invoice Net		713.95			
						CHECK TOTAL	713.95		-----
36314	STERN, MICHAEL			00000	253077 INV 12/19/2024	4716	515606		
1	12013802	510102	6200	ADULT FALL	PS TEACHER	575.00			
				Invoice Net		575.00			
						CHECK TOTAL	575.00		-----
32432	AHOLD USA, INC.			00001	250472 INV 12/19/2024	2605 12-2-24	515544		
1	12013805	520518	6200	YOUTH SUMM	SM INSTRUC	91.18			
				Invoice Net		91.18			
						CHECK TOTAL	91.18		-----
32432	AHOLD USA, INC.			00004	250764 INV 12/19/2024	555587	514813		
1	12285	520619	2210	FRIENDS OF	OE MISC EX	51.92			
				Invoice Net		51.92			
32432	AHOLD USA, INC.			00004	251251 INV 12/19/2024	555568	514818		

1	03010052	520522	2430	AHS Second	SM	MISC	SU	99.99	
				Invoice Net				99.99	
32432	AHOLD	USA, INC.		00004	251812	INV	12/19/2024	555581	514819
1	12113902	520514	3520	EXTEND DAY	SM	FOOD	SU	18.76	
				Invoice Net				18.76	
32432	AHOLD	USA, INC.		00004	251122	INV	12/19/2024	555565	514820
1	03011042	520518	2415	AHS Family	SM	INSTRUC		49.42	
				Invoice Net				49.42	
32432	AHOLD	USA, INC.		00004	251122	INV	12/19/2024	555561	514821
1	03011042	520518	2415	AHS Family	SM	INSTRUC		49.74	
				Invoice Net				49.74	
32432	AHOLD	USA, INC.		00004	251122	INV	12/19/2024	555600	514822
1	03011042	520518	2415	AHS Family	SM	INSTRUC		39.92	
				Invoice Net				39.92	
32432	AHOLD	USA, INC.		00004	251812	INV	12/19/2024	555594	514825
1	12113902	520514	3520	EXTEND DAY	SM	FOOD	SU	36.97	
				Invoice Net				36.97	
32432	AHOLD	USA, INC.		00004	251812	INV	12/19/2024	555595	514827
1	12113902	520514	3520	EXTEND DAY	SM	FOOD	SU	90.09	
				Invoice Net				90.09	
32432	AHOLD	USA, INC.		00004	251124	INV	12/19/2024	555597	514836
1	03011042	520518	2415	AHS Family	SM	INSTRUC		118.22	
				Invoice Net				118.22	

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32432	AHOLD USA, INC.	00004	251124	INV	12/19/2024	555586	515506		
1	03011042 520518 2415	AHS Family	SM	INSTRUC		75.26			
		Invoice Net				75.26			
32432	AHOLD USA, INC.	00004	251122	INV	12/19/2024	555584	515507		
1	03011042 520518 2415	AHS Family	SM	INSTRUC		122.35			
		Invoice Net				122.35			
32432	AHOLD USA, INC.	00004	251122	INV	12/19/2024	555585	515508		
1	03011042 520518 2415	AHS Family	SM	INSTRUC		94.02			
		Invoice Net				94.02			
32432	AHOLD USA, INC.	00004	251122	INV	12/19/2024	555590	515509		
1	03011042 520518 2415	AHS Family	SM	INSTRUC		293.35			
		Invoice Net				293.35			
32432	AHOLD USA, INC.	00004	251122	INV	12/19/2024	555596.	515510		
1	03011042 520518 2415	AHS Family	SM	INSTRUC		172.66			
		Invoice Net				172.66			
				CHECK	TOTAL	1,312.67			-----
41966	SWEETWATER SOUND HOLDI	00000	252788	INV	12/19/2024	43121314	515101		
1	03011172 520518 2415	AHS Music	SM	INSTRUC		408.00			
		Invoice Net				408.00			

41966	SWEETWATER SOUND HOLDI	00000	252673	INV	12/19/2024	43046173	515503	
1	03011172 520518 2415	AHS Music	SM INSTRUC			78.95		
		Invoice Net				78.95		
				CHECK	TOTAL	486.95		-----
34895	DATAPRINT	00001	245467	INV	12/19/2024	154771	515051	
1	03020052 520526 2430	OMS Second	SM REPRODU			278.39		
		Invoice Net				278.39		
34895	DATAPRINT	00001	252926	INV	12/19/2024	154771.	515053	
1	12223004 520601 2210	FOREIGN LA	OE OTHER E			22.58		
		Invoice Net				22.58		
				CHECK	TOTAL	300.97		-----
20728	TRICON SPORTS	00002	252907	INV	12/19/2024	35181	515640	
1	03256022 520502 3510	ATHLETICS	SM ATHLETI			1,279.84		
		Invoice Net				1,279.84		
				CHECK	TOTAL	1,279.84		-----
27240	TCI PRESS INC.	00000	251126	INV	12/19/2024	102131	515557	
1	12013801 520601 6200	COMED ADMI	OE OTHER E			16,138.61		
		Invoice Net				16,138.61		
				CHECK	TOTAL	16,138.61		-----
11774	TEC	00002	250883	INV	12/19/2024	036178	515054	
1	03221002 520504 2455	C&I C&I Le	SM COMPUTE			5,000.00		
		Invoice Net				5,000.00		
				CHECK	TOTAL	5,000.00		-----

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CASH ACCOUNT: 0000104013

VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22736	THURSTON FOODS,INC.	00000	252923	INV	12/19/2024	1376376	515687		
1	10005 520514	SCHOOL FOO	SM FOOD SU			3,493.88			
		Invoice Net				3,493.88			
				CHECK	TOTAL	3,493.88			-----
74298	TURF EQUIPMENT COMPANY	00000	250740	INV	12/19/2024	101976	514715		
1	03325212 520510 4110	FAC Custod	SM EQUIPME			69.99			
		Invoice Net				69.99			
74298	TURF EQUIPMENT COMPANY	00000	250740	INV	12/19/2024	101975	514716		
1	03325212 520510 4110	FAC Custod	SM EQUIPME			95.50			
		Invoice Net				95.50			
				CHECK	TOTAL	165.49			-----
34776	VALERIO DOMINELLO & HI	00000	251285	INV	12/19/2024	90.	515086		
1	03214002 520413 1430	ADMIN Scho	CTR LEGAL			1,258.37			
		Invoice Net				1,258.37			

				CHECK TOTAL	1,258.37	-----
27482	VARITRONICS LLC	00007	252328 INV 12/19/2024	PSI-179193	515501	
1	03030052 520525 2430	GIBBS Seco SM REPRO P	Invoice Net	337.36		
				CHECK TOTAL	337.36	-----
41256	VENTRIS LEARNING LLC	00000	252607 INV 12/19/2024	20250109	515502	
1	03140042 520518 2415	PEIRCE Ele SM INSTRUC	Invoice Net	90.00		
				CHECK TOTAL	90.00	-----
13181	W. B. MASON CO INC	00001	250009 INV 12/19/2024	250752628	514838	
1	03305012 520523 1410	FINANCE Bu SM OFFICE	Invoice Net	44.70		
13181	W. B. MASON CO INC	00001	250107 INV 12/19/2024	250730391	515497	
1	03010052 520523 2430	AHS Second SM OFFICE	Invoice Net	101.43		
13181	W. B. MASON CO INC	00001	252715 INV 12/19/2024	250529949	515498	
1	03010052 520505 2415	AHS Second SM COMPUTE	Invoice Net	33.82		
13181	W. B. MASON CO INC	00001	252708 INV 12/19/2024	250530121	515499	
1	03130042 520523 2430	HARDY Elem SM OFFICE	Invoice Net	14.92		
13181	W. B. MASON CO INC	00001	252708 INV 12/19/2024	250502166	515500	
1	03130042 520523 2430	HARDY Elem SM OFFICE	Invoice Net	179.04		
13181	W. B. MASON CO INC	00001	245087 INV 12/19/2024	248048121.	515651	
1	03120042 520523 2430	DALLIN Ele SM OFFICE	Invoice Net	1,530.00		
13181	W. B. MASON CO INC	00001	252180 INV 12/19/2024	IS1730408	515692	

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CASH ACCOUNT: 0000104013VENDOR 8304

WARRANT: 2514612/19/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 10005 520523		SCHOOL FOO	SM OFFICE		2,732.66			
			Invoice Net			2,732.66			
13181	W. B. MASON CO INC	00001	252180 INV 12/19/2024			IS1730852	515694		
1	10005 520523		SCHOOL FOO	SM OFFICE		4,465.05			
			Invoice Net			4,465.05			
13181	W. B. MASON CO INC	00001	252180 INV 12/19/2024			IS1709765	515695		
1	10005 520523		SCHOOL FOO	SM OFFICE		678.44			
			Invoice Net			678.44			
13181	W. B. MASON CO INC	00001	251655 INV 12/19/2024			250530784	515696		
1	10005 520523		SCHOOL FOO	SM OFFICE		273.38			
			Invoice Net			273.38			
13181	W. B. MASON CO INC	00001	252180 INV 12/19/2024			249991594	515698		

1	10005	520523	SCHOOL FOO	SM OFFICE	117.88				
			Invoice Net		117.88				
					CHECK TOTAL	10,171.32			-----
41833	VAN CLEAVE, RICHARD M	00000	252871	INV 12/19/2024	3961		515208		
1	03140042	520518	2415	PEIRCE Ele SM INSTRUC	75.03				
			Invoice Net		75.03				
					CHECK TOTAL	75.03			-----
71823	GRAINGER	00001	251520	INV 12/19/2024	9326888956		515098		
1	03011202	520518	2415	AHS Art SM INSTRUC	19.42				
			Invoice Net		19.42				
					CHECK TOTAL	19.42			-----
71823	GRAINGER	00003	252058	INV 12/19/2024	9271126022		514689		
1	03325202	520509	4220	FAC Facili SM ELECTRI	22.40				
			Invoice Net		22.40				
					CHECK TOTAL	22.40			-----
15609	WALKER, INC	00000	252690	INV 12/19/2024	INV101739		515116		
1	10102025	520423	2354	SPED 240 CTR SIGNIF	2,037.50				
			Invoice Net		2,037.50				
15609	WALKER, INC	00000	250083	INV 12/19/2024	INV101748		515514		
1	03233062	520645	9300	SpEd Out o OE TUITION	6,910.02				
			Invoice Net		6,910.02				
15609	WALKER, INC	00000	250093	INV 12/19/2024	INV101749		515515		
1	03233062	520645	9300	SpEd Out o OE TUITION	6,910.02				
			Invoice Net		6,910.02				
					CHECK TOTAL	15,857.54			-----
21076	WARNER LARSON, INC	00001	244912	INV 12/19/2024	22315.00-9		514736		
1	53002302	584004		BRACKET PL PLAYGROUND	4,218.75				
			Invoice Net		4,218.75				
21076	WARNER LARSON, INC	00001	244912	INV 12/19/2024	22315.00-10		514738		
1	53002302	584004		BRACKET PL PLAYGROUND	1,687.50				
			Invoice Net		1,687.50				

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CASH ACCOUNT: 0000		104013	VENDOR 8304		WARRANT: 25146	12/19/2024			
VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	5,906.25		-----
32326	CIRCUIT LAB	00001	253075	INV 12/19/2024		240407	515599		
1	12013806	510102	6200	YOUTH FALL PS TEACHER		3,740.00			
			Invoice Net			3,740.00			
						CHECK TOTAL	3,740.00		-----
38710	WHITE, ADAM	00000	250041	INV 12/19/2024		REIMMILEAGENOV24_AW	515150		

1	03343102	520404	3300	TRANSP Tra	CTR CONTRA	215.76		
				Invoice Net		215.76		
						CHECK TOTAL	215.76	-----
38023	ZOOM VIDEO COMMUNICATI	00002	253131	INV	12/19/2024	INV271117848	515232	
1	03305012	520504	1410	FINANCE Bu	SM COMPUTE	31,800.00		
				Invoice Net		31,800.00		
						CHECK TOTAL	31,800.00	-----
=====								
497	INVOICES			WARRANT TOTAL		1,060,868.16	1,060,868.16	
				CASH ACCOUNT BALANCE			134,491.94	
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WARRANT: 25146				12/19/2024				
FUND	ORG			ACCOUNT		AMOUNT	AVLB	BUDGET
0003	03010052	AHS	Secondary	Educ	0003-3-300-301-0004-003005-0001-02-520505	SM COMPUTER SUPPLIES	33.82	222,971.92
0003	03010052	AHS	Secondary	Educ	0003-3-300-301-0004-003005-0001-02-520514	SM FOOD SUPPLIES	342.60	222,971.92
0003	03010052	AHS	Secondary	Educ	0003-3-300-301-0004-003005-0001-02-520515	SM GRADUATION SERVICE	6,397.79	222,971.92
0003	03010052	AHS	Secondary	Educ	0003-3-300-301-0004-003005-0001-02-520522	SM MISC SUPPLIES	849.99	222,971.92

0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520523	SM OFFICE SUPPLIES	101.43	222,971.92
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520525	SM REPRO PAPER TONER S	480.63	222,971.92
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520629	OE PROFESSIONAL AFFLIA	2,280.00	222,971.92
0003	03011042	AHS Family and Con	0003-3-300-301-0004-003104-0001-02-520518	SM INSTRUCTIONAL MATER	3,222.51	5,714.63
0003	03011122	AHS Science	0003-3-300-301-0004-003112-0001-02-520518	SM INSTRUCTIONAL MATER	280.00	275.81
0003	03011162	AHS Library/Media	0003-3-300-301-0004-003116-0001-02-520523	SM OFFICE SUPPLIES	149.96	75,104.83
0003	03011162	AHS Library/Media	0003-3-300-301-0004-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	341.91	75,104.83
0003	03011172	AHS Music	0003-3-300-301-0004-003117-0001-02-520518	SM INSTRUCTIONAL MATER	1,200.90	47,870.90
0003	03011172	AHS Music	0003-3-300-301-0004-003117-0001-02-520610	OE FIELD TRIPS	100.00	47,870.90
0003	03011202	AHS Art	0003-3-300-301-0004-003120-0001-02-520518	SM INSTRUCTIONAL MATER	731.88	8,196.35
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520526	SM REPRODUCTION/PRINTI	278.39	124,385.93
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520604	OE CAPITAL EQUIPMENT/F	375.90	124,385.93
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520610	OE FIELD TRIPS	5,880.48	124,385.93
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520615	OE INSTRUCTION EQUIPME	9,061.00	124,385.93
0003	03021042	OMS Family and Con	0003-3-300-302-0004-003104-0001-02-520518	SM INSTRUCTIONAL MATER	1,050.72	71.12
0003	03021162	OMS Library/Media	0003-3-300-302-0004-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	1,111.32	3,252.04
0003	03021172	OMS Music	0003-3-300-302-0004-003117-0001-02-520518	SM INSTRUCTIONAL MATER	106.63	36,159.56
0003	03030052	GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520518	SM INSTRUCTIONAL MATER	2,169.00	121,695.49
0003	03030052	GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520525	SM REPRO PAPER TONER S	337.36	121,695.49
0003	03031162	GIBBS Library/Medi	0003-3-300-303-0004-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	1,565.87	918.00
0003	03100042	BISHOP Elementary	0003-3-300-310-0003-003004-0001-02-520523	SM OFFICE SUPPLIES	44.97	52,696.22
0003	03100042	BISHOP Elementary	0003-3-300-310-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	292.65	52,696.22
0003	03101162	BISHOP Library/Med	0003-3-300-310-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	1,560.47	918.00
0003	03111162	BRACKETT Library/M	0003-3-300-311-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	2,144.74	718.00
0003	03120042	DALLIN Elementary	0003-3-300-312-0003-003004-0001-02-520523	SM OFFICE SUPPLIES	1,530.00	45,485.39
0003	03130042	HARDY Elementary E	0003-3-300-313-0003-003004-0001-02-520523	SM OFFICE SUPPLIES	608.96	30,798.03
0003	03130042	HARDY Elementary E	0003-3-300-313-0003-003004-0001-02-520528	SM TEXTBOOKS BOOKS PER	174.99	30,798.03
0003	03131162	HARDY Library/Medi	0003-3-300-313-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	3,212.95	637.79
0003	03131172	HARDY Music	0003-3-300-313-0003-003117-0001-02-520518	SM INSTRUCTIONAL MATER	55.00	252.90
0003	03140042	PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	2,266.93	22,850.02
0003	03140042	PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	525.04	22,850.02
0003	03150042	STRATTON Elementar	0003-3-300-315-0003-003004-0001-02-520508	SM EDUCATIONAL SUPPLIE	479.16	15,475.93
0003	03150042	STRATTON Elementar	0003-3-300-315-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	24.99	15,475.93
0003	03151162	STRATTON Library/M	0003-3-300-315-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	631.01	629.14
0003	03161162	THOMPSON Library/M	0003-3-300-316-0003-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	3,636.98	544.97
0003	03214002	ADMIN School Commi	0003-3-300-321-0001-003400-0001-02-520413	CTR LEGAL SERVICES	1,258.37	44,016.00
0003	03214012	ADMIN Superintende	0003-3-300-321-0001-003401-0001-02-520416	CTR PROFESSIONAL TECH	1,334.00	16,736.20
0003	03214012	ADMIN Superintende	0003-3-300-321-0001-003401-0001-02-520629	OE PROFESSIONAL AFFLIA	75.00	16,736.20
0003	03221002	C&I C&I Leadership	0003-3-300-322-0002-003100-0001-02-520416	CTR PROFESSIONAL TECH	12,000.00	-38,888.15
0003	03221002	C&I C&I Leadership	0003-3-300-322-0002-003100-0001-02-520504	SM COMPUTER SOFTWARE	47,718.20	-38,888.15
0003	03221002	C&I C&I Leadership	0003-3-300-322-0002-003100-0001-02-520514	SM FOOD SUPPLIES	495.00	-38,888.15
0003	03221112	C&I Math	0003-3-300-322-0002-003111-0001-02-520518	SM INSTRUCTIONAL MATER	481.95	8,795.08
0003	03221112	C&I Math	0003-3-300-322-0002-003111-0001-02-520528	SM TEXTBOOKS BOOKS PER	1,072.37	8,795.08
0003	03221152	C&I Social Studies	0003-3-300-322-0002-003115-0001-02-520629	OE PROFESSIONAL AFFLIA	1,477.00	337.25
0003	03221172	C&I Music	0003-3-300-322-0002-003117-0001-02-520615	OE INSTRUCTION EQUIPME	545.00	23,409.79

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WARRANT:	25146	12/19/2024		
FUND ORG		ACCOUNT	AMOUNT	AVLB BUDGET

0003	03221182	C&I world Language	0003-3-300-322-0002-003118-0001-02-520504	SM COMPUTER SOFTWARE	1,000.00	18,185.19
0003	03221202	C&I Art	0003-3-300-322-0002-003120-0001-02-520518	SM INSTRUCTIONAL MATER	454.00	15,819.99
0003	03221222	C&I Professional D	0003-3-300-322-0002-003122-0001-02-520612	OE GRADUATE COURSE REI	2,292.01	-55,529.87
0003	03221222	C&I Professional D	0003-3-300-322-0002-003122-0001-02-520629	OE PROFESSIONAL AFFLIA	500.00	-55,529.87
0003	03222022	C&I Guidance	0003-3-300-322-0002-003202-0001-02-520629	OE PROFESSIONAL AFFLIA	450.00	609.88
0003	03224032	C&I Human Resource	0003-3-300-322-0001-003403-0001-02-520528	SM TEXTBOOKS BOOKS PER	599.56	-1,673.55
0003	03231222	SpEd Professional	0003-3-300-323-0002-003122-0001-02-520508	SM EDUCATIONAL SUPPLIE	126.00	-1,803,796.07
0003	03231222	SpEd Professional	0003-3-300-323-0002-003122-0001-02-520644	OE TRAINING & EDUCATIO	400.00	-4,401.00
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520413	CTR LEGAL SERVICES	34,216.81	-1,803,796.07
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	1,251.26	-1,803,796.07
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	33,137.00	-1,803,796.07
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR PROFESSIONAL TECH	7,901.28	-1,803,796.07
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520518	SM INSTRUCTIONAL MATER	439.45	-1,803,796.07
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520603	OE BUSINESS TRAVEL	84.63	-1,803,796.07
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520603	OE BUSINESS TRAVEL	20.63	-1,803,796.07
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520615	OE INSTRUCTION EQUIPME	296.00	-1,803,796.07
0003	03233022	SpEd Pupil Service	0003-3-300-323-0005-003302-0002-02-520416	CTR PROFESSIONAL TECH	322.00	-1,803,796.07
0003	03233052	SpEd One to One As	0003-3-300-323-0005-003305-0002-02-520645	OE TUITION OTHER SCHOO	5,437.80	-1,803,796.07
0003	03233062	SpEd Out of Distri	0003-3-300-323-0005-003306-0002-02-520645	OE TUITION OTHER SCHOO	233,553.48	-1,803,796.07
0003	03233062	SpEd Out of Distri	0003-3-300-323-0005-003306-0002-02-520645	OE TUITION OTHER SCHOO	47,536.37	-1,803,796.07
0003	03256002	ATHLETICS Athletic	0003-3-300-325-0004-003600-0001-02-520402	CTR ATHLETIC SERVICES	99.00	133,091.00
0003	03256022	ATHLETICS Athletic	0003-3-300-325-0004-003602-0001-02-520502	SM ATHLETIC SUPPLIES	1,279.84	26,846.20
0003	03256162	ATHLETICS Athletic	0003-3-300-325-0004-003616-0001-02-520402	CTR ATHLETIC SERVICES	7,492.50	6,262.49
0003	03305012	FINANCE Business o	0003-3-300-330-0001-003501-0001-02-520504	SM COMPUTER SOFTWARE	31,800.00	4,405.65
0003	03305012	FINANCE Business o	0003-3-300-330-0001-003501-0001-02-520511	SM EQUIPMENT RENTAL	526.65	4,405.65
0003	03305012	FINANCE Business o	0003-3-300-330-0001-003501-0001-02-520523	SM OFFICE SUPPLIES	44.70	4,405.65
0003	03305012	FINANCE Business o	0003-3-300-330-0001-003501-0001-02-520629	OE PROFESSIONAL AFFLIA	31.55	4,405.65
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520403	CTR BOILER CONTRACTED	810.00	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520405	CTR ELECTRICAL SERVICE	5,233.00	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520406	CTR ELEVATOR MAINTENAN	680.00	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520411	CTR HVAC CONTRACTED SE	80,485.55	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520417	CTR ROOF REPAIRS	3,371.92	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520418	CTR SECURITY SERVICES	4,160.10	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520503	SM CARPENTRY SUPPLIES	5,016.03	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520509	SM ELECTRICAL SUPPLIES	416.82	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520513	SM FLOORING SUPPLIES/S	2,300.06	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520516	SM GROUNDS SUPPLIES	700.00	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520517	SM HVAC SUPPLIES	813.32	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520524	SM PLUMBING SUPPLIES	204.71	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520530	SM WINDOW GLASS SERVIC	109.90	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520620	OE MISC MAINTENANCE SE	2,026.39	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520623	OE NATURAL GAS	19,968.60	70,859.22
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520628	OE POWER ELECTRICITY	86,953.53	70,859.22
0003	03325212	FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520507	SM CUSTODIAL SUPPLIES	10,193.18	-47,627.85
0003	03325212	FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520510	SM EQUIPMENT MAINTENAN	165.49	-47,627.85
0003	03343092	TRANSP Transportat	0003-3-300-334-0005-003309-0002-02-520404	CTR CONTRACTED TRANSPO	18,860.00	-280,079.46
0003	03343102	TRANSP Transportat	0003-3-300-334-0005-003310-0002-02-520404	CTR CONTRACTED TRANSPO	502.02	-253,472.18
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520416	CTR PROFESSIONAL TECH	960.00	78,346.57
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520508	SM EDUCATIONAL SUPPLIE	1,894.85	78,346.57

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FUND ORG			ACCOUNT				AMOUNT	AVLB	BUDGET	
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520621	OE	MOTOR VEHICLE REPAI		884.15		78,346.57	
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520625	OE	OTHER PAYMENTS		87.50		78,346.57	
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520628	OE	POWER ELECTRICITY		1,113.47		78,346.57	
0003	03345322	TRANSP Transportat	0003-3-300-334-0008-003532-0001-02-520404	CTR	CONTRACTED TRANSPO		16,597.00		-197,694.50	
0003	03992012	SYSTEM Health Serv	0003-3-300-399-0002-003201-0001-02-520520	SM	MEDICAL SURGICAL SU		161.30		2,567.85	
0003	03994022	DIVERSITY EQUITY A	0003-3-300-399-0002-003402-0000-02-520416	CTR	PROFESSIONAL TECH		667.00		8,245.43	
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520416	CTR	PROFESSIONAL TECH		2,500.00		120,502.72	
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520502	SM	ATHLETIC SUPPLIES		129.57		120,502.72	
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520601	OE	OTHER EXPENSES		104.52		120,502.72	
0003	03999012	INSTRUCTIONAL MATE	0003-3-300-399-0002-003901-0000-02-520518	SM	INSTRUCTIONAL MATER		1,544.04		22,556.61	

							FUND TOTAL	803,002.36		
CASH ACCOUNT 0000 104013			BALANCE	134,491.94						
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520401	CTR	CONTRACTED SERVICE		1,242.00		881,156.68	
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520514	SM	FOOD SUPPLIES		45,095.33		881,156.68	
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520523	SM	OFFICE SUPPLIES		8,267.41		881,156.68	
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520631	OE	REPAIRS		1,815.09		881,156.68	
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520635	OE	SOFTWARE EQUIPMENT		10,530.00		881,156.68	

							FUND TOTAL	66,949.83		
CASH ACCOUNT 0000 104013			BALANCE	134,491.94						
1001	10012024	TITLE I DISTRIBUTI	1001-3-300-336-2024-003701-0013-00-520626	OE	PENSIONS		8,625.46		1,201.44	

							FUND TOTAL	8,625.46		
CASH ACCOUNT 0000 104013			BALANCE	134,491.94						
1009	10092024	EARLY PARTNERSHIP	1009-3-300-323-2024-003301-0003-00-520508	SM	EDUCATIONAL SUPPLIE		64.39		8.19	

							FUND TOTAL	64.39		
CASH ACCOUNT 0000 104013			BALANCE	134,491.94						
1010	10102024	SPED 240(94-142) A	1010-3-300-323-2024-003301-0003-00-520423	CTR	SIGNIFICANT DISPRO		2,800.00		3,292.39	
1010	10102025	SPED 240(94-142) A	1010-3-300-323-2025-003301-0003-00-520423	CTR	SIGNIFICANT DISPRO		2,037.50		163,770.23	

							FUND TOTAL	4,837.50		
CASH ACCOUNT 0000 104013			BALANCE	134,491.94						
1013	10132022	ESSER III	1013-3-300-336-2022-003998-0019-00-520622	OE	MTRB PENSION		39,896.18		7,792.82	

							FUND TOTAL	39,896.18		
CASH ACCOUNT 0000 104013			BALANCE	134,491.94						

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FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
1201	12013801	COMM ED-GENERAL AD 1201-3-300-343-0000-003801-0011-00-520523 SM OFFICE SUPPLIES	895.49	1,382,170.36
1201	12013801	COMM ED-GENERAL AD 1201-3-300-343-0000-003801-0011-00-520601 OE OTHER EXPENSES	16,138.61	1,382,170.36
1201	12013801	COMM ED-GENERAL AD 1201-3-300-343-0000-003801-0011-00-520615 OE INSTRUCTION EQUIPME	8,312.00	1,382,170.36
1201	12013802	COMM ED - ADULT ED 1201-3-300-343-0000-003802-0011-00-510102 PS TEACHER SALARIES	11,347.50	1,382,170.36
1201	12013802	COMM ED - ADULT ED 1201-3-300-343-0000-003802-0011-00-510328 OS TEMPORARY SALARY WA	450.00	1,382,170.36
1201	12013802	COMM ED - ADULT ED 1201-3-300-343-0000-003802-0011-00-520518 SM INSTRUCTIONAL MATER	760.00	1,382,170.36
1201	12013804	COMM ED - ADULT ED 1201-3-300-343-0000-003804-0011-00-510102 PS TEACHER SALARIES	480.00	1,382,170.36
1201	12013805	COMM ED - YOUTH SU 1201-3-300-343-0000-003805-0011-00-520518 SM INSTRUCTIONAL MATER	91.18	1,382,170.36
1201	12013806	COMM ED - YOUTH ED 1201-3-300-343-0000-003806-0011-00-510102 PS TEACHER SALARIES	45,720.00	1,382,170.36
1201	12013806	COMM ED - YOUTH ED 1201-3-300-343-0000-003806-0011-00-520518 SM INSTRUCTIONAL MATER	408.00	1,382,170.36

			FUND TOTAL	84,602.78
CASH	ACCOUNT 0000 104013	BALANCE 134,491.94		
1211	12113902	CH71/47 EXTENDED D 1211-3-300-341-0000-003902-0011-00-520501 SM SUPPLIES AND MATERI	2,530.29	730,768.96
1211	12113902	CH71/47 EXTENDED D 1211-3-300-341-0000-003902-0011-00-520514 SM FOOD SUPPLIES	6,202.65	730,768.96
1211	12113902	CH71/47 EXTENDED D 1211-3-300-341-0000-003902-0011-00-520518 SM INSTRUCTIONAL MATER	1,269.24	730,768.96
1211	12113902	CH71/47 EXTENDED D 1211-3-300-341-0000-003902-0011-00-520523 SM OFFICE SUPPLIES	1,406.62	730,768.96
1211	12113902	CH71/47 EXTENDED D 1211-3-300-341-0000-003902-0011-00-520610 OE FIELD TRIPS	360.00	730,768.96

			FUND TOTAL	11,768.80
CASH	ACCOUNT 0000 104013	BALANCE 134,491.94		
1222	12223001	FOREIGN LANGUAGES 1222-3-300-301-0000-003001-0009-00-520601 OE OTHER EXPENSES	343.99	-543,518.56
1222	12223004	FOREIGN LANGUAGES 1222-3-300-301-0000-003004-0009-00-520601 OE OTHER EXPENSES	22.58	-15,412.68
1222	12223005	FOREIGN LANGUAGES 1222-3-300-301-0000-003005-0009-00-520601 OE OTHER EXPENSES	32.83	-96,402.37

			FUND TOTAL	399.40
CASH	ACCOUNT 0000 104013	BALANCE 134,491.94		
1228	12285	FRIENDS OF AHS 1228-3-300-301-0000-003005-0008-50-520619 OE MISC EXPENSES	51.92	62,975.38

			FUND TOTAL	51.92
CASH	ACCOUNT 0000 104013	BALANCE 134,491.94		
1234	12345	GILBERT & SULLIVAN 1234-3-300-322-0000-003117-0011-50-520619 OE MISC EXPENSES	1,231.72	20,862.94

			FUND TOTAL	1,231.72
CASH	ACCOUNT 0000 104013	BALANCE 134,491.94		
1303	13032311	C4-COLLEGE CAREER 1303-3-300-399-2023-003005-0008-00-520610 OE FIELD TRIPS	395.33	2,571.65

			FUND TOTAL	395.33

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WARRANT: 25146 12/19/2024

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
CASH ACCOUNT 0000 104013	BALANCE 134,491.94		
3210 32105 PARKING METERS EXP 3210-1-145-145-0000-000000-0000-50-585000	EQUIPMENT	702.67	615,273.12
	FUND TOTAL	702.67	
CASH ACCOUNT 0000 104013	BALANCE 134,491.94		
4022 43002207 BISHOP ENVELOPE RE 4022-3-300-300-2022-220043-0000-58-582003	BUILDING RENOVATIONS	545.00	539.07
	FUND TOTAL	545.00	
CASH ACCOUNT 0000 104013	BALANCE 134,491.94		
4024 43002402 SCHOOLS - FLOORING 4024-3-300-300-2024-240041-0000-58-585015	ELECTRICAL EQUIPMENT	7,689.89	.00
	FUND TOTAL	7,689.89	
CASH ACCOUNT 0000 104013	BALANCE 134,491.94		
4025 43002502 ALL SCHOOLS - PHOT 4025-3-300-300-2025-250040-0000-58-524027	PHOTOCOPIER LEASE	298.68	.00
	FUND TOTAL	298.68	
CASH ACCOUNT 0000 104013	BALANCE 134,491.94		
5023 53002302 BRACKET PLAYGROUND 5023-3-300-300-2023-230046-0000-58-584004	PLAYGROUND IMPROVEMENT	5,906.25	610.98
	FUND TOTAL	5,906.25	
CASH ACCOUNT 0000 104013	BALANCE 134,491.94		
5024 53002409 BISHOP SCHOOL ROOF 5024-3-300-300-2024-240045-0000-58-582006	ROOF RENOVATION	3,000.00	1,450,000.00
	FUND TOTAL	3,000.00	
CASH ACCOUNT 0000 104013	BALANCE 134,491.94		
5025 53002508 ALL SCHOOLS - RTU 5025-3-300-300-2025-250051-0000-58-585092	RTU UPGRADES	20,900.00	269,400.00
	FUND TOTAL	20,900.00	
CASH ACCOUNT 0000 104013	BALANCE 134,491.94		
WARRANT SUMMARY TOTAL		1,060,868.16	
GRAND TOTAL		1,060,868.16	

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FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
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** END OF REPORT - Generated by Iris Zheng **

Grant Name	Type of Funding	Awarded Amount
SAMHSA (Mental Health)	Private	124,997
CSHS (Nursing and Behavioral Health)	State	104,691.50
AEF - Inclusive Play	Private	18,000
Genocide Education	Competitive, Trust	39,500
CLEE (Leadership Equity)	Private	37,337.40
Newcomer, Homeless Students	Competitive, Federa	40,000
McKinney-Vento	Competitive, Federa	20,000
Hate Crimes Prevention	Competitive, State	50,000
Safe & Supportive Schools Continuation	Continuation, State	10,000
Special Olympics	Private	2,000
AEF - Hardware for a Music Production Studio	Private	4,000
AEF - Visiting Artist Series	Private	2,800
AEF - Inspiring Belonging and Resilience	Private	3,200
AEF - Kindergarten Fine Motor Tools	Private	2,420.07
AEF - Blending Universal Design and Rigor in Learning	Private	4,000
AEF - Arlington 250 Youth Banners Project	Private	4,000
AEF - APS Interdisciplinary Robotics K-5 Professional Learning Ses	Private	4,000
AEF - Interdisciplinary Problem Solving with Lego Spike Prime	Private	19,771.75

**Arlington School Committee DRAFT Meeting Minutes
December 5, 2024**

**School Committee Room
Arlington Public Schools District Office
14 Mill Brook Drive
Arlington, MA 02476**

6:30 p.m. Open Meeting (P. Schlichtman)

P. Schlichtman, Chair of the Arlington School Committee, called the meeting to order at 6:30 p.m.

In attendance: J. Morgan, L. Gitelson, J. Thielman, K. Allison-Ampe, L. Kardon, L. Exton, Superintendent E. Homan, Director of Human Resources R. Spiegel, Assistant Superintendent of Student Services A. Elmer (remote), AEA Representative J. Keyes, AHS Student Representatives Z. Phan, L. Fritsch

Absent: Assistant Superintendent of Student Services - A. Elmer
 Deputy Superintendent - M. Ford Walker
 Assistant Superintendent of Finance and Operations - F. Gorski

6:31 p.m. Public Comment: (P. Schlichtman)

Public comment speakers attending:

Natalee Rabinowitz, 81 Thesda Street
Jonathan Rabinowitz, 81 Thesda Street
Wenmin Chen, 136 Wright Street
Dennis Grudkowski, 57 Wollaston Avenue (remote)
Ashutosh Gupta, 161 Sylvia Street
Federico Frascchetti, 223 Highland Avenue
Raisa Karasik, 15 Trowbridge Street

Natalee Rabinowitz and Jonathan Rabinowitz, 81 Thesda Street, spoke about the importance of challenging students in the school and increasing access to accelerated coursework.

Wenmin Chen, 136 Wright Street, spoke in favor of and the importance of accelerated academics for students.

Ashutosh Gupta, 161 Sylvia Street, spoke regarding his son's experience in the Math classes and how he was denied more challenging coursework. He now takes private classes and has two sets of homework assignments.

Federico Frascchetti, 223 Highland Avenue, daughter was going to speak but she would not attend.

R. Karasik, 15 Trowbridge Street, would like everyone to be able to have the same opportunities that are offered in higher levels in schools rather than having to wait. She used examples of her own personal experiences to show that learning earlier and slower is best.

D. Grudkowski, 57 Wollaston Avenue (remote), hopes to learn about the meetings that took place to discuss math pathways. Feels the pathways are too rigid.

6:50 p.m. AEA Representative (J. Keyes)

J. Keyes represented the AEA at the meeting this evening.

6:46 p.m. AHS Student Representative (P. Schlichtman)

Z. Phan and L. Fritsch are the two AHS student representatives reporting tonight. Z. Phan reported that winter sports have started. Because there is no AHS gym, basketball games are being held in Waltham and practices are being held at Ottoson. L. Fritsch reported that it's an exciting time - AHS just had a break and it's only two weeks to winter break. As a senior it is exciting to see friends get admitted to colleges. The first wellness day was today. The Student Council is planning many winter events. The Staff Appreciation Committee is making hand-written cards for all Staff Members which will be delivered before winter break.

6:51 p.m. Second Read and Possible Vote - Cullinane Donation (E. Homan)

Dr. Homan reiterated the intent of the donation and asked the Members for comments. J. Thielman thanked Mr. Cullinane and his family.

On a **motion** made by J. Thielman, **seconded** by D. Allison-Ampe, it was **voted** to approve receipt of a donation from John Cullinane to help refurbish Mill Brook Park. The donation would be in the amount of, but not to exceed \$100,000.. **It was a unanimous vote in the affirmative.**

P. Schlichtman thanked Mr. Cullinane for this wonderful gift. Mr. Cullinane said he looks forward to making this something great; it is a pleasure to be part of this.

6:55 p.m. MAFLA Teacher of the Year and CAM (Excellence in Teaching) Awards (D. Carney)

Dr. Homan recognized the award recipients: Na Lu-Hogan and Abbi Holt, two Ottoson Teachers. She congratulated both recipients and there was a round of applause for the teachers from the School Committee

Recipients: Na Lu- Hogan - MAFLA award, a very prestigious award.
Abbi Holt - Excellence in Teaching award recipient.

7:00 p.m. Middle School World Languages (D. Carney)

D. Carney presented an overview of World Languages in Grades 6-8. An example of the beginning of the year in grade 6 was reviewed (name tag and chat mat) where students speak a new language from the very beginning. They are developing and reinforcing literacy skills with authentic texts. Students practice basic classroom vocabulary and introductions in Latin. Students use learning activities incorporating colors, animal names and sounds while learning Mandarin Chinese. Visuals are a huge component in language instruction. Can-do statements ensure that the lesson objective is student friendly; measurable, communicative lesson objectives. Students are expressing opinions using connector words; reacting/agreeing/disagreeing. Students work collaboratively so they don't worry if they cannot make a sentence themselves. There are 13 world language teachers Gibbs/OMS and this work requires an incredible amount of work from the teachers.

7:07 p.m. Hardy/Bishop School Improvement Plans (G. Saunders and E. Liner)

Dr. Homan introduced G. Saunders (Hardy Principal) and E. Liner (Bishop Principal) to the School Committee Members. The principals presented jointly.

E. Liner began the presentation with an introduction to her new assistant principal, K. Earley, as well as members of the Instructional Leadership Team from the Bishop School.

G. Saunders introduced herself and noted that as a new principal (she started on July 1), she is very grateful to have assistant principal P. Tsatsoulis. The Special Education Coordinator as well as the new Administrative Assistant to Hardy were in attendance as well.

The agenda for the presentation was shared by E. Liner who then presented an overview of the Bishop community as well as the Bishop demographics. G. Saunders presented the Hardy overview as well as the Hardy demographics with special note that a spring celebration is being planned to celebrate Hardy's 100th anniversary.

The Hardy and Bishop 2024 Accountability Rating, MCAS and MCAS Student Growth and Scaled Scores (IEP/Non IEP students) were presented.

Bishop 2023-2024 SIP Goals

The Bishop school goals and the work to be done to meet these goals were presented by E. Liner and included:

- **Strategic Academic Goal I** - adopting the Expeditionary Learning (EL) English Language Arts curriculum and expanding use of high-quality, universal screening assessments to all grades K- 5th grade, to identify opportunities for supplemental reading intervention.
- **Strategic Academic Goal II** - increasing students' engagement with grade level tasks across all subject areas and measure/track success on this goal through EL instructional rounds and routine walkthroughs, as well as student performance on assessments and reported experiences in surveys.
- **Strategic Culture Climate Goal III** - by all students being understood as a person, supported by adults, respected by other students, and having a general feeling of belonging.
- **Strategic Family Engagement Goal IV** - establishing stronger communication practices and providing authentic ways to celebrate the rich diversity of the school community

Hardy 2024-2025 Strategic Goals

The Bishop school goals and the work to be done to meet these goals were presented by G. Saunders and included

Strategic Academic Goal 1 - focus on all grade levels (K-5) to fully implement the EL curriculum's learning targets with a focus on students with IEPs in order to address the existing literacy gap in ELA.

Strategic Academic Goal 2 - implementing a comprehensive Multi-Tiered System of Support (MTSS) approach and will decrease the percentage of students with disabilities performing below grade level in foundational literacy by 20% within two years.

Strategic Culture Climate Goal 3 - by all students being understood as a person, supported by adults, respected by other students, and having a general feeling of belonging.

Strategic Family Engagement Goal 4 - establishing stronger communication practices, and providing authentic ways for celebrating the rich diversity of our school community, and developing welcome teams for newcomers

Bishop Highlights: - staff created and led committees, work on empathy interviews, learning walks and walkthroughs, an 8% increase in Sense of Belonging Growing (Students) Spring 2024, and a 9% increase from spring to the fall in School Climate (Families) Fall 2024.

Hardy Highlights: Kindergarten and Grade 5 piloted EL curriculum, PTO is committed to supporting enrichment that is aligned with our curriculum, piloting staff committees, strengthening ACE time inquiry, collaboration, and planning. Literacy and Mathematics coaches are working closely together as a coaching team.

Bishop's Future: Increase student support through additional Social Worker for the school, Ensure Bishop's building infrastructure has Universal Design for Learning (UDL) technology, specifically microphone sound systems in all classroom, utilize ACE meetings, ILT, Committees, Learning Walks, and School Council to forward Bishop School's Equity work Strengthen family communication and engagement to increase participation in Panorama Survey, Coordinate compliance with ADA audit of building.

Hardy's Future: Ongoing program development for the Supported Learning Center, ensure compliance with ADA audit of Hardy School building and grounds, ensure Hardy's temperature control systems are updated and maintained, strengthen collaboration between teams that serve the Hardy School, including Instructional Leadership Team, School Improvement Council, and PTO.

J. Morgan asked how the picture on the wall represented equity. E. Liner answered the display of student work and changing up the work, especially at the end of their modules, something that shows equity in the voice of all students. L. Kardon asked about the deeper learning component and the concern of parents who do not feel the students are challenged. G. Saunders responded that this is a strength of the EL curriculum in which students use higher-learning thinking skills and she sees the work happening in the classrooms. E. Liner echoed the response of G. Saunders. Dr. Homan spoke to the EL curriculum engaging students in deeper learning and pretty significant additions and enrichment to performance tasks. Dr. Allison-Ampe asked about the emotional deficit reported on by E. Liner and whether or not the teachers are reporting an unusual amount of emotional irregularity. There is no comparable data yet. The self-reporting is particularly important to E. Liner. J. Thielman mentioned an audit at Hardy – what has been done and what needs to be done. Says ELA is weak in 3rd grade. The literacy coach spoke about the data from spring 2024.

7:39 p.m. A. Elmer joined the meeting.

P. Schlichtman noted that the accountability is way beyond expectations. He heard academic discourse pop up in the presentation – this is showing in many of their scores. He commended Bishop Grade 5 for scores and Hardy scores are also quite good.

7:45 p.m. Gibbs School Improvement Plan (F. Pierre-Maxwell)

Madame Pierre-Maxwell was joined by her assistant principal, S. Grenier, and many staff from the Gibbs Team.

Madame Pierre-Maxwell noted that the Gibbs vision encourages understanding of each other and being unified in efforts to support one another's abilities to grow and learn as well as being unstoppable when reaching for personal and community goals.

Gibbs at a Glance: The Gibbs community uses Responsive Classroom, Growth Mindset, and the 5 CASEL Competencies as a few of the tools and philosophies to ground core values as well as organizing in Learning Communities (LCs) and Exploratory Learning Communities (ELCs). The 2024/25 school year started with a total of 537 trailblazers.

S. Grenier presented the **Gibbs Wins/Glows** which included the extension of Supported Learning Centers (SLCs), attendance at the Guide to Gibbs - free of charge. The "First Nine Days" induction conducted its 3rd year of implementation, the school moved to the "Overnight Experience at Nature's Classroom." S. Grenier noted that all classrooms at Gibbs are shared. Special Education is a pillar that demands the attention of the staff. The demographics of the Gibbs was shared by M. Pierre-Maxwell and MCAS data was shared by O. Brauner/M. Pierre-Maxwell. Overall classification does not require assistance or intervention because at 73% most of our students are meeting or exceeding targets as set by DESE's Report Card and the school has an Accountability percentile of 84%.

Challenges/Grows: Enrollment and Space. Sixth grade has the most enrolled students for the 2024-2025 school year and more staff have to teach using a cart. Staffing a one year school with specialized Special Education Staff is difficult. Academic challenges: welcoming students from 7 elementary schools, yearly assignments of special education staff, capacity building based on incoming students' needs, New Special Education Platform - EdPlan (504/IEP)

Goal 1 - based on Strategic Goal 1.1. All students will have access to equitable, rigorous and comprehensive content implemented through inclusive and engaging instructional practices.

Goal 2 - based on Strategic Goal 1.3. All students will be supported by an active multi-tiered system of support (MTSS) so that students have rigorous learning opportunities coupled with the right support and resources. **Goal 3** - based on Strategic Goal 1.3. All students have a supportive relationship with at least one adult at school, are engaged in their learning, and feel they belong in the school community. **Goal 4** - based on Strategic Goal 4.3. All families have a good understanding of the school and district's plan for their students

Gibbs continues to work to timely and effectively anticipate the needs of the incoming cohort, identifies that staffing issues are a challenge and they continue to ensure that teachers have the time needed to collaborate and plan for the implementation and facilitation for the students.

J. Morgan asked about page 8 - in the cohort analysis - which showed a significant dip. J. Morgan also asked for the attendance information. J. Keyes says there is always a development slip from elementary to middle school. Special Ed has just gone through a restructuring of Special Ed which should help. K. Allison-Ampe had the same questions. She asked that F. Pierre Maxwell go back and check her numbers given the significant dips in the scores. A discussion took place regarding the results. J. Thielman asked about the transition

process. F. Pierre-Maxwell responded that it's one year and it's more about the progress they make in the Ottoson. They need more Special Ed support.

8:20 p.m. Ottoson School Improvement Plan (R. Rubino)

Dr. Homan welcomed R. Rubino back to the District. She was accompanied by assistant principal, L. Migliero. C. Mahoney, the other assistant principal, could not attend. Additional staff members attended by Zoom. R. Rubino commended a number of the Ottoson staff and district members for their work with the Ottoson/SIP.

R. Rubino reported that Ottoson Middle School was named 13th Middle School in the State according to the U.S. News & World Reports. They are rated with a 95 percent accountability percentile; 90 percent meeting or exceeding targets. They have a robust Instructional Leadership Team, including 14 staff members and a School Council of 3 staff members, 3 parents and 1 community member. New this year at Ottoson is an OMS Student Council & OMS Peer Leaders. They have a renewed focus on core values, they work hard and are kind and speak their truth. The OMS Staff Committees focus on strengthening school culture, sense of belonging, & teaching and learning.

R. Rubino shared a comparison for the 2023/2024 MCAS Data; strong in all groups and subgroups. The data shows that there is still work to do in narrowing the gap; no growth occurred for high needs students. Student attendance and chronic absenteeism is higher within certain subgroups.

School Priorities: Goal 1: foster consistency and unity to improve the educational outcomes of students in designated focal groups (EL, special education, and high needs) and to provide a more equitable experience for all students. Goal 2: teach collaborative problem solving for conflict resolution, expanding project-based and experiential elective options, addressing barriers to attendance and equip students with tools for success. Goal 3: better meet social/emotional needs with increased access to social/emotional support and at least two years for a student with the same teacher. R. Rubino reviewed the OMS key initiatives and action steps on how these goals will be met.

Resources to Support Success: Additional staff for elective classes, additional staff to account for increase in enrollment, PD on project-based learning and collaborative problem solving, supplies and other resources to support new class ideas, infrastructure updates to support additional classroom work spaces.

P. Schlichtman mentioned that this is a broadly commendable school and that the size of the school is a disadvantage when it comes to a commendation school. K. Allison-Ampe pointed out that students with disabilities in ELA did not see the same sort of increase.

J. Morgan reported that the cohort analysis in the Gibbs report is incorrect and she is frustrated that the data is incorrect and that it got as far as the School Committee and wasn't caught before.

8:45 p.m. First Read - Climate Leader Communities & APS Presentation and 2024 Clean School Bus (CSB) Rebate Program (T. Fox)

T. Fox, Sustainability Manager, works in the Planning Department, presented on the Decarbonization Roadmap, which requires the School Committee's approval to be acknowledged as a Climate Leader Community. Arlington has already fulfilled four of the five criteria to become a Climate Leader Community.

The new MA Department of Energy Resources (DOER) Program supplements Green Communities; we have received over \$2 million dollars in funding from the Green Communities Program. The Town must meet several criteria by December 31.

T. Fox spoke briefly about the The Municipal Decarbonization Roadmap contents. The Town (includes School facilities and vehicles) has already committed to net zero GHG emissions by 2050. The Roadmap details how municipal facilities and vehicles will eliminate use of fossil fuels by 2050 and will guide project prioritization and capital planning; identifies implementation measures to meet state targets of 20% GHG reduction by 2027, 35% by 2030, 60% by 2040, and 100% by 2050, using a 2022 baseline. The Town was awarded technical assistance funds; Roadmap completed by consultant, PowerOptions.

Decarbonization Roadmap for buildings takes a "Zero Over Time" approach, leveraging "trigger events" (i.e., equipment end of life) to identify electrification timeframes and directs Town to focus efforts on high-impact buildings (highest GHG emitters).

Decarbonization Roadmap for vehicles includes a replacement schedule which includes recommended EV replacement models, estimated total cost of ownership and accounts for vehicles' remaining useful life, EV market availability.

The Town's Zero Emission Vehicle First Policy (adopted June 2024) supports implementation of the Roadmap and the consultant has also provided recommendations for fleet charging infrastructure, cost estimates, and anticipated electrical upgrades required at key sites. It does not include estimates for bus charging.

The upfront costs are high as the market is transitioning. The goal is to minimize the cost to the Town. The Town will pursue financing strategies, funding through DOER, MA Clean Energy Center, etc.

The next steps include: School Committee approval with any changes needed, T. Fox to apply to Climate Leader Community Program by December 31, 2024 and submit revisions every three years.

T. Fox discussed the Clean School Bus Rebate and the intent to apply for this rebate. This is a federally-funded initiative run by US Environmental Protection Agency (EPA), funded through Bipartisan Infrastructure Law of 2021. Arlington has already received \$200,000 for a third electric Bus. The goal is to apply for \$170,000 for a fourth electric bus (maximum award amount for Arlington) by January 9, 2025. The application requires "School Board Awareness Certification" to verify the School Committee's awareness of the rebate application. The request requires the Superintendent's signature.

L. Kardon asked about how many buses can be charged at each charging station. T. Fox responded that four can be charged and they are fast charges. J. Thielman asked how quickly do they charge – more like 3 or 4 hours. K. Allison-Ampe asked about the charge – the buses are not ever depleted from a full charge. L. Exton thanked T. Fox for the report. She was part of the conversation about how much electricity the schools use and the savings are not as significant as what we need. This report is a timing tool, not a financial plan. T. Fox is looking into other items that will help for electricity. May make sense to replace boilers with high efficiency boilers. The focus is on a couple of schools and to apply for as many grants as they can. K. Allison-Ampe thanked T. Fox and asked what we do if we can't afford what is required of the Program. Talia believes we are in a good position to meet our targets. K. Allison-Ampe is concerned about 2030. L. Kardon shares the concerns as well. J. Morgan also shared the concern. A conversation took place regarding reaching goals. P. Schlichtman asked about charging infrastructures. T. Fox is looking for a grant for on-street charging.

A **motion** was made by L. Kardon, **seconded** by J. Thielman, to approve the Decarbonization Roadmap. **It was a unanimous vote in the affirmative.** (7-0-0)

9:09 p.m. First Read - Policy BEDH (L. Kardon)

L. Kardon presented Policy BEDH for First Read. Town Counsel has already reviewed. P. Schlichtman discussed some changes he would like to see. Dr. Allison-Ampe would prefer the language follow as the MASC policy suggests rather than what Town Counsel has suggested.

8:35 p.m. Superintendent's Evaluation Materials (P. Schlichtman)

P. Schlichtman reviewed the evaluation of the Superintendent.

In a **motion** made by J. Morgan, **seconded** by D. Allison-Ampe, it was **voted** to submit the Superintendent's Evaluation to Human Resources. **It was a unanimous vote in the affirmative.** (7-0-0)

There were no additional comments from the School Committee.

9:16 p.m. Superintendent's Update (E. Homan)

The Superintendent provided an update on the following: APS was accepted into competitive DESE Advanced Learner Pilot, they went today and it was great. The AYCC opened its Annual Appeal this week; APS partners with AYCC extensively. We are adjusting financial procedures with some of our affiliated programs. APS is the recipient of recent competitive grant awards (\$50K, \$40K and \$20K). New Central Office staff were acknowledged and Members were directed to Novus for enrollments.

L. Kardon asked that grants be added to the Consent Agenda since they need to be accepted by the School Committee. K. Allison-Ampe for more clearly written directions for Community Education assistance.

9:34 p.m. Consent Agenda (P. Schlichtman)

P. Schlichtman presented the Consent Agenda items:

Warrant #25112, 11-19-2024, \$1,044,926.09

Warrant #25132, 12-5-2024, \$1,128,487.20

School Committee DRAFT Meeting Minutes - November 14, 2024

On a **motion** made by Dr. Allison-Ampe, **seconded** by L. Gitelson, it was **voted** to approve the Consent Agenda. **It was a unanimous vote in the affirmative.** (7-0-0)

10:05 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

- **Budget - K. Allison Ampe, Chair** - Meeting next Tuesday at 8:45 a.m.
- **Community Relations - L. Exton, Chair** - No report.
- **Curriculum, Instruction, Assessment & Accountability - J. Morgan, Chair** - Meeting on December 18 @ 3:30 p.m.
- **Facilities - J. Thielman, Chair** - Meeting on January 8 @ 5 p.m.
- **Policy & Procedures - L. Kardon, Chair** - Looking to schedule an early January meeting.
- **Arlington High School Building Committee - J. Thielman, Chair** - Floor is down in the gym and it's going great. Meeting on December 10, 2024.
- **Liaison Reports** - L. Exton is the SEPAC liaison. They are working on the Annual survey. Questions should be passed along to L. Exton.
- **Announcements** - None.
- **Future Agenda Items** - Harvard Model Congress will be attending our next meeting. J. Morgan reported that the Committee received the Annual Report from LABBB and would like to invite LABBB to a future School Committee meeting. Dr. Allison-Ampe would like to know where all the surplus money was going and should we be getting credits. P. Schlichtman asked if we should invite Minuteman; no interest by Members.

9:39 p.m. Adjournment (P. Schlichtman)

On a **motion** by J. Thielman, **seconded** by K. Allison-Ampe, it was **voted** to move into Executive Session. **It was a unanimous vote in the affirmative.** (7-0-0)

Liz Exton	Yes	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(7-0-0)	

Respectfully submitted,

Elizabeth M. Diggins
Administrative Assistant to the Arlington School Committee



Town of Arlington, Massachusetts

9:05 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

Summary:

- Budget – K. Allison-Ampe, Chair
- Community Relations – L. Exton, Chair
- Curriculum, Instruction, Assessment & Accountability – J. Morgan, Chair
- Facilities – J. Thielman, Chair
- Policy & Procedures – L. Kardon, Chair
- Arlington High School Building Committee, J. Thielman, Chair

- Liaison Reports
- Announcements
- Future Agenda Items



Town of Arlington, Massachusetts

9:15 p.m. Executive Session (P. Schlichtman)

Summary:

- To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;
- To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;
- AAA/AEA Negotiations Discussion



Town of Arlington, Massachusetts

9:45 p.m. Adjournment (P. Schlichtman)



Town of Arlington, Massachusetts

Submitted by P. Schlichtman



Town of Arlington, Massachusetts

Correspondence Received (P. Schlichtman)

Summary:

- Email to SC Members, from Cmon Suleiman, RE: Afterschool, 12-9-2024
- Email to SC Members from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message, 12-11-2024
- Email to SC Members from E. Gonzales, RE: Data and Accountability Update - December 2024, 12-12-2024
- Email to SC from MASC, RE: New Guidance from DESE on Student Competency Determinations, 12-13-2024
- Email to SC from MASC, RE: 2025 Charting the Course Calendar, 12-16-2024
- Email to SC from M. Arbaje-Thomas, Milly's Mid-Week METCO Message - 12-18-2024

ATTACHMENTS:

Type	File Name	Description
▢ Correspondence	Arlington_Public_Schools_Mail_-_Fwd__afterschool.pdf	Afterschool Arlington Public Schools Mail - Milly's
▢ Correspondence	Arlington_Public_Schools_Mail_-_Milly_s_Mid-Week_METCO_Message_-_December_11__2024.pdf	Mid-Week METCO Message - December 11, 2024
▢ Correspondence	Data_and_Accountability_Update_-_December_2024.pdf	Data and Accountability Update - December 2024
▢ Correspondence	New_Guidance_from_DESE_on_Student_Competency_Determinations.pdf	New Guidance from DESE on Student Competency Determinations
▢ Correspondence	2025_Charting_the_Course_Calendar.pdf	2025 Charting the Course Calendar

Fwd: afterschool

Cmon Suleiman <cmonsuleiman@gmail.com>
To: ediggins@arlington.k12.ma.us

Hello Elizabeth,

Is the school committee able to help with afterschool administration problems?

I have been trying to get a spot in afterschool for my kids at Hardy since 2021. Other families have gotten a spot who joined Hardy more recently even though I have submitted the form every contact DESE and they said that only the superintendent or school committee can help. The superintendent has not been able to help per the exchanges over many months below.

Thanks in advance for guidance,
Rebecca

Begin forwarded message:

From: Cmon Suleiman <cmonsuleiman@gmail.com>
Date: December 9, 2024 at 5:36:08 PM EST
To: Todd Morse <tmorse@arlington.k12.ma.us>
Cc: Will Rury <wrury@arlington.k12.ma.us>, Liz Homan <ehoman@arlington.k12.ma.us>, Weslie Etienne Pierre <wpierre@arlington.k12.ma.us>
Subject: Re: afterschool

I dropped off an afterschool form or emailed it every year, so that's not the problem.

On Dec 9, 2024, at 4:46 PM, Todd Morse <tmorse@arlington.k12.ma.us> wrote:

Reb,

This is Todd Morse the director of after-school. I just wanted to weigh in. The reason other families who applied after you got in before you is that they remained on the waitlist by

For families to remain on the waitlist they need to submit an application each year so we know they are still interested. We did not receive an application from you last spring so name was no longer on the list. That is the reason other families have been given spots.

We have recently put you back on the waitlist and when we reach your spot on the waitlist we will offer you a spot.

I hope this is helpful in understanding our system and your situation.

If you have further questions please let me know or contact Will (aasphardy@arlington.k12.ma.us)

Todd Morse (he/him)
Director Arlington After-School Programs
Brackett Immersion, Gibbs, Hardy, Peirce and Thompson

On Mon, Dec 9, 2024 at 4:32 PM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:
Thanks, Will.

I'm still not getting an answer about why my family did not get a spot when other new families did. So I will be taking this higher up.

On Dec 9, 2024, at 12:12 PM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Reb,

You have been placed back on the waitlist for the remainder of the school year. In order to continue to stay on the waiting list for next school year and years in the future forms or for enrollment/waitlist questions, please email aasphardy@arlington.k12.ma.us directly.

Best,
Will

On Sun, Dec 8, 2024 at 12:02 PM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:
Will - could you please confirm you have me on the wait list? Families who were lower on the list got placement before mine.

Reb

On Dec 8, 2024, at 11:30 AM, Liz Homan <ehoman@arlington.k12.ma.us> wrote:

Hello Reb,

My current understanding is that after school did not receive a registration form from you last spring, so you came off of the wait list at that time, and have been

At the district level (not pertaining to your specific situation but in response to feedback on access to after care), we have hired additional after school staff at various

Mr. Morse can look into the specifics of your current situation with the coordinator at the site. If you have further concerns about this, you are welcome to reach out. Both are on this email.

Sincerely,

Liz

On Sun, Dec 8, 2024 at 9:10 AM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:
Hello Liz,

What was the result of your looking into this?

Thanks
Reb

On Aug 21, 2024, at 1:25 PM, Cmon Suleiman <cmonsuleiman@gmail.com> wrote:

Thanks for replying but I've heard all of this before and other families keep getting in while our savings have been drained by more expensive childca

On Aug 21, 2024, at 12:22 PM, Liz Homan <ehoman@arlington.k12.ma.us> wrote:

Hello Reb,

We expanded after school enrollment pretty significantly over the summer at Hardy, but I am not familiar with this specific situation and will loc program, as well as Weslie Pierre, Director of Communications and Family Engagement, on this email.

I appreciate your message and that you are sharing your understandable frustration with us. Someone on this thread will be back in touch, eit here. Regardless, please know that we agree that the need for after school care is significant and needs to be addressed, that our systems ca that we can enroll as many students as possible in our after school programs.

Sincerely,
Liz

On Wed, Aug 21, 2024 at 9:50 AM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:
Hello Will,

We just learned that a family who was lower on the waiting list than us (joined wait list only 1 year ago) got two spots for their children at Ha at Hardy.

Liz - this system remains broken. Could you please expand the program so that all families have access to affordable child care, or commis a spot.

Reb

On Mar 7, 2024, at 4:47 PM, Cmon Suleiman <cmonsuleiman@gmail.com> wrote:

Hi Will, would it be possible to check where Gael is on the waiting list these days?

Reb

On May 24, 2023, at 1:21 PM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Hey Reb,

Currently Gael is #26 on the waitlist. Please let me know if you have any other questions.

Best,
Will

On Wed, May 24, 2023 at 6:37 AM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:
Hi Will, could you check what number Gael is on the wait list for next year?
Thanks, Reb

On Mar 9, 2023, at 12:40 PM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Yes, got it. Thanks for clarifying that.

Best,
Will

On Thu, Mar 9, 2023 at 12:29 PM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:
Hi Will,

I submitted one application for this year (1st grade) to get on wait list, and one application for next year (2nd grade

Reb

On Mar 9, 2023, at 11:46 AM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Hey Reb,

Thanks for sending those. Just to clarify, is Gael going to be in 1st grade or 2nd grade next year? It looks a one saying 1st grade and the other 2nd grade. Please let me know when you can so I can make sure to ha

Best,
Will

On Thu, Mar 9, 2023 at 9:33 AM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:

Just making sure you received our wait list app for Gael attached.
Thanks
Reb

On Jan 17, 2023, at 12:26 PM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Hey Reb,

I've attached an enrollment form if you'd like to be placed on the waiting list for this year. It looks a this school year but if you add to the waitlist now then at the least your waitlist spot will stay the sa

Best,
Will

On Tue, Jan 17, 2023 at 12:21 PM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:
Thanks Will. There's no wait list for this year?

On Jan 17, 2023, at 12:04 PM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Hey Reb,

The registration process is still the same. We will open registration for next school year i applications and then we will do a lottery to fill any open spaces in HASP from the applic questions. The new registration application for next school year will become available w

Best,
Will

On Tue, Jan 10, 2023 at 8:41 AM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:
Hi Will,

We did not have any luck getting our older child Vega a spot in Hardy afterschool, but who is in 1st grade. How do we apply for him?

Thanks,
Reb Pearl-Martinez

On Jan 27, 2022, at 2:28 PM, Cmon Suleiman <cmonsuleiman@gmail.com> w

Thank you!!

On Jan 27, 2022, at 1:59 PM, Will Rury <wrury@arlington.k12.ma.us> w

No worries, always happy to help. Gibbs Afterschool does their enrollme isn't as high of a demand and there are no space constraints. If you reat towards the end of this school year they will be able to help you out. The Gibbs Afterschool's name is Gia Greene.

Best,
Will

On Thu, Jan 27, 2022 at 1:12 PM Cmon Suleiman <cmonsuleiman@gmail.com>
Thanks Will. She is going into 6th grade next year. So do I need to ap 1st? Sorry we are new to all this!

On Jan 27, 2022, at 1:10 PM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Hey Reb,

Unfortunately it has been a much slower process of re-expansi anticipated. We have not been able to get any students off the been no movement. At this point I think it is a long shot for Veg the program this school year. Our registration for next year ope re-apply for next year then Vega will not lose her spot and can the wait list. I hope this information is helpful. Please let me kn questions.

Best,
Will

On Wed, Jan 26, 2022 at 2:27 PM Reb <cmonsuleiman@gmail.com>
Hi Will, is it possible to find out where Vega is on the wait list change our child care situation, so that would be helpful to ki
Thanks
Reb

On Wed, Nov 17, 2021 at 2:42 PM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:

Thanks!

On Nov 17, 2021, at 1:36 PM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Hey Reb,

Thank you for sending that. I have placed Vega on

Best,
Will

On Tue, Nov 16, 2021 at 12:27 PM Reb <cmonsuleiman@gmail.com> wrote:

Hi Will,

Sorry I now see my email with the form didn't go month.

Re-attaching here.

Could you confirm she is on the wait list?

Thanks

Reb

On Tue, Oct 19, 2021 at 4:06 PM Will Rury <wrury@arlington.k12.ma.us> wrote:

I will add her to the waitlist. Can you please fill attached enrollment form and send it back to me to complete the process of adding Vega to the waitlist.

Best,
Will

On Tue, Oct 19, 2021 at 2:02 PM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:

Thanks Will, yes please add Vega to waitlist.

We are relatively new to Hardy so good to know about other programs - will look into them

On Oct 19, 2021, at 1:54 PM, Will Rury <wrury@arlington.k12.ma.us> wrote:

Hey Reb,

I am sorry to hear about the situation for Vega. Unfortunately the Hardy After School does not have any openings currently. I will place Vega on the waitlist if you'd like. Please let me know and I am happy to do so.

As for other options, I know there are students that attend the Boys and Girls Club, Fidelity house and Ready Set Kids programs. Not sure if you've looked into those but I can provide some thoughts. Please let me know if you have any other questions.

Best,
Will

On Tue, Oct 19, 2021 at 9:08 AM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:

Thanks Kate. Will and Todd any ideas?

On Oct 15, 2021, at 9:02 AM, Kate Peretz <kperetz@arlington.k12.ma.us> wrote:

Hi, Reb, thanks for the question and I'm sorry it doesn't seem to be working out at Brackett. I have added Will and Todd to the message with guidance about after school programs. They can help you!

Kate Peretz
Principal
Hardy Elementary School
Arlington, MA 02474
kperetz@arlington.k12.ma.us

Office: 781-316-3783

"Here we train hand, mind, and heart, for the common good."

If you need this document translated, please call your child's school principal - Si necesitas este documento traducido, por favor comuníquese con la escuela de su hijo - você precisa este documento traduzido, em contato com a escola do seu filho - Si vous avez besoin de traduire ce document, vous devez contacter l'école de votre enfant. 如果你需要这份文件翻译, 请联系您孩子的学校。 - نحتاج /نحتاجين إلى ترجمة هذه - بحاجة إلى اللغة العربية يرجى الاتصال بمدرسة طفلك /طفلتك

On Thu, Oct 14, 2021 at 3:20 PM Cmon Suleiman <cmonsuleiman@gmail.com> wrote:

Hi Kate,

How do I find out if there are any openings for Hardy afterschool or other programs where Hardy kids go?

Vega has been going to Brackett Spanish immersion on Mondays and Thursdays but she doesn't want to continue because other kids won't play with her since she is from a different school.

Thanks
Reb

--
Elizabeth C. Homan, Ph.D.
Superintendent, Arlington Public Schools
Pronouns: she/her(s)
Phone: 781-316-3501



We are striving to create an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are

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--
Elizabeth C. Homan, Ph.D.
Superintendent, Arlington Public Schools
Pronouns: she/her(s)
Phone: 781-316-3501



We are striving to create an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to

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Milly's Mid-Week METCO Message - December 11, 2024

1 message

Milly Arbaje-Thomas <metco@metcohq.ccsend.com>

Thu, Dec 12, 2024 at 4:04 PM

Reply-To: metcohq@metcoinc.org

To: ediggins@arlington.k12.ma.us



Milly's Mid-Week METCO Message

December 11, 2024

MDA Conference Reflects on METCO Still Worth the Ride



The first METCO Director's Association (MDA) Conference was organized in 1984 in an effort to provide staff development and information for educators and community

members who worked with African-American children in suburban school settings. Now in its 40th year, the MDA Conference continues its commitment to the cultural development and academic achievement of children of color. **This year's anniversary theme was "Still Worth the Ride: METCO in Retrospect–The State of Educational Outcomes for Black and Brown Students."** Working on a new model, the conference spanned over two days to address the high popularity and demand.

The presenters were either past or current METCO Directors (*bottom left*), making this year's conference even more unique. Especially noteworthy: over 40 years of Wayland METCO directorship were in attendance (*bottom right*). Each presenter brought their own perspective as someone who knows the METCO program well and have seen first hand the impacts and improvements needed to make school districts more inclusive and welcoming to all students.

In addition, the MDA renamed its scholarship to the **Jean McGuire** (*middle left*) Scholarship in honor of METCO's longest serving leader. Scholarships are given to graduating seniors annually. Congratulations to the MDA!

Mayor Wu Expands FREE Museum Pass Program to All METCO Students for Two Years!



The “BPS Sundays” program has been expanded and now includes METCO students! [The program](#), now rebranded as Boston Family Days, launched this past February by granting Boston Public School students free admission to six cultural institutions on the first two Sundays of the month. Now, METCO students, city youth who are home-schooled, or who attend charter and independent schools will gain free access. HQ was pivotal in this inclusion as Milly advocated for this partnership since its inception. Participating museums have also increased to include Boston Children's Museum, Museum of Fine Arts, New England Aquarium, Isabella Stewart Gardner Museum, the Museum of African American History, and John F. Kennedy Presidential Library and Museum.

Boston Mayor Michelle Wu announced the expansion at the Museum of Science, joined by the heads of several participating institutions and foundations along with **HQ Chief of Enrollment and Student Services Wilmary Tejeda, Chief Administration and Finance Officer Kim Houston, and Board of Directors Vice-Chair Mabel Reid-Wallce**. HQ will be working with Mayor Wu's administration to roll this out to all

our METCO families in January 2025. Wu said the goal of the program from the start was to increase access to the city's cultural gems — and widen their reach.

Check out the press coverage of this announcement!

wbur

Boston Herald



"Each one of our young people deserves to be moved, surprised, challenged and inspired," Wu said. "That is a core belief that we hold here in Boston."

Harvard Students Provide Tips to Natick Black & Hispanic Student Union



Natick's Black & Hispanic Student Union, including freshman Justin Major, junior Legend Milord and senior Anais Vargas, met with members of the Harvard Undergraduate Black Students Association. The collaboration titled "Empowered to Succeed: Navigating Motivation, College Applications, and Overcoming Underrepresentation" gave Natick High students the opportunity to

discuss and ask questions regarding their experiences as minority students. Harvard students also provided resources and networking opportunities for future partnerships.

Lincoln-Sudbury Regional High School Hosts Parent Potluck with Administration



Lincoln-Sudbury Regional High School recently hosted a warm and engaging event at METCO HQ, aimed at strengthening community bonds and fostering connections among parents, students, and school representatives. Superintendent Dr. Andrew Stephens and METCO Counselor Diana Pelaez were in attendance, along with many parents and students, who came together for a potluck gathering. Each attendee contributed a dish to share, creating a welcoming and inclusive atmosphere where everyone could mingle and get to know one another. The event's goal was to build a stronger sense of community and support, with plans in place to host a virtual meeting in the near future to extend these connections to more families.

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Data and Accountability Update - December 2024

1 message

Erica Gonzales (DESE) <dese.communications@notice.mass.gov>
Reply-To: "Erica Gonzales (DESE)" <dese.communications@notice.mass.gov>
To: ediggins@arlington.k12.ma.us

Thu, Dec 12, 2024 at 1:00 PM



MASSACHUSETTS
Department of Elementary
and Secondary Education

**Offices of Data
& Accountability**

December 2024

News and updates from DESE's offices of data and accountability

Data Collection Reminders

EPIMS and SCS Deadlines Extended

The deadline for certifying EPIMS (educator) and SCS (student coursework) data has been extended to **Friday, December 20th**. Our [Data Collection Support Specialists](#) are available to assist individual district users as they complete these collections. In addition, the group is hosting weekly virtual office hours, where district staff can drop in for additional support, as needed.

As a reminder, each collection includes summary reports that districts must run before certifying their data. These reports are intended to help districts review their data and identify potential errors before the data are finalized and used for purposes such as public reporting, school funding, and accountability. Since the reports cover various topics (e.g., student enrollment and attendance, special education, student discipline, and educators), we recommend that districts establish a process for the appropriate staff to review them for accuracy prior to certification.

Civil Rights Data Collection

Last month, [districts were notified](#) of the upcoming federal Civil Rights Data Collection (CRDC). The CRDC is a federally mandated survey of public schools required by the U.S. Office of Civil Rights (OCR) since 1968. The CRDC

collects data on leading civil rights indicators related to access and barriers to educational opportunity from preschool through grade 12. The upcoming collection is asking for data from the 2023-24 school year, and public school districts are responsible for submitting their own data to OCR.

The CRDC tool opens in mid-December and is due March 7, 2025. Districts should contact their CRDC liaison at 855-255-6901 or CRDC@aemcorp.com if they have questions regarding the data submission process or the submission tool; DESE does not manage the submission process or the tool. Additional information regarding the CRDC can be found on the [CRDC website](#).

Updated Attendance Reporting Guidance

The Department recently updated its [student attendance reporting guidance](#). Districts should review this guidance to ensure that attendance is captured correctly in their student information systems.

Recently Published Reports

The following reports were recently updated on our [School and District Profiles](#) website:

- 2023-24 [Advanced Placement Performance](#) and [Participation](#)
- 2023-24 [SAT Performance](#)
- 2023-24 [Student Discipline](#) and [Days Missed](#)

In the coming weeks, we plan to update the grade 9 course-passing, MassCore completion, and student enrollment reports.

District Reviews

In the coming weeks, DESE will begin the process of selecting districts to receive a [district review](#) conducted by the Office of District Reviews and Monitoring during the 2025-26 school year. Superintendents who wish to have their district participate in a review next year may indicate their interest by emailing Robbie Havdala, Director of District and School Accountability, at

robert.j.havdala@mass.gov no later than Friday, January 3, 2025.

Accountability Information

2024 Accountability Data

The Department recently updated its [School and District Performance Summary report](#), which now includes data for the 2023-2024 school year. Also available are [a variety of detailed data files](#) related to the 2024 accountability results.

2025 Accountability Reporting

Efforts are underway to prepare for 2025 accountability reporting, including setting targets and identifying each district's and school's lowest performing students. Districts can expect to receive this information in January.

Updates related to the accountability system are sent to school and district staff who are assigned the *Accountability Lead* role in the directory. Each district's Directory Administrator should assign that role to any individuals who should receive accountability-related communications from DESE.

District and School Report Cards

The Department intends to publish the 2024 district and school report cards in January 2025. Once published, the reports and related materials will be available on our [report cards website](#).

Contact Us:

Website: <https://www.doe.mass.edu/DataAccountability.html>

Data Collection Support: [Submit A Ticket](#)

Accountability Questions: ElementarySecondaryEd.Act@mass.gov

General Data Inquires: Data@doe.mass.edu

*Here at the Massachusetts Department of Elementary and Secondary Education, we are committed to all students not only attending but succeeding at school. **Your presence is powerful.** [Learn more and share why you attend at doe.mass.edu.](#)*

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New Guidance from DESE on Student Competency Determinations

MASC <gkoocher@masc.org>
Reply-To: MASC <gkoocher@masc.org>
To: ediggins@arlington.k12.ma.us

Fri, Dec 13, 2024 at 12:29 PM



DESE Updates Guidance for Student Competency Determinations

Guidance relates to next steps after the passage of Question 2

The Department of Elementary and Secondary Education (DESE) is providing a frequently asked questions (FAQ) document relating to competency determination awards to offer guidance to districts and families at this time.

This edition of the Student Competency Determinations FAQ adds new questions and answers to the November 6, 2024 FAQ. This document will be posted on the Commissioner's Special Advisory page.

The complete FAQ document may be found on the DESE website [here](#).

MASCs Legal Counsel will continue to monitor next steps and provide updates as they become available.

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2025 Charting the Course Calendar

1 message

MASC <aandronico@masc.org>
Reply-To: MASC <aandronico@masc.org>
To: ediggins@arlington.k12.ma.us

Mon, Dec 16, 2024 at 1:59 PM

[View this email in your browser](#)



2025 Charting the Course Training Sessions

Members can now register for our 2025 training sessions

MASC is excited to inform you about our upcoming "Charting the Course" training opportunities for new and experienced school committee members. As a reminder, this training program meets the eight hour orientation mandate new school committee members must complete within one-year of their election or appointment ([MGL Chapter 71 Sec 36A](#)). There is no cost to attend a training.

Training Dates for 2025:

January 25: Everett | Everett High School

March 8: Charlton | Bay Path Regional Vocational Technical High School

March 22: Great Barrington | Monument Mountain Regional High School

May 3: Westford | Nashoba Valley Technical High School

May 17: New Bedford | Keith Middle School

June 7: Greenfield | Greenfield High School

June 21: Worcester | Doherty Memorial High School

Additional training dates will be offered in the fall and winter of 2025

[Register Online Here](#)



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